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Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 6314   School Name: NORTH HIGH SCHOOL   SPF Year: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. 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. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % Proficient and Advanced (%P+A) in reading, writing, math and science **Expectation:** %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	-	73.33%	-	-	44.53%	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	13.52%	
		W	-	-	50.00%	-	-	25.19%	
		S	-	-	50.00%	-	-	25.86%	
Academic Growth	Median Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. **Expectation:** If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			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	-	-	64	-	-	59	
		M	-	-	99	-	-	56	
		W	-	-	93	-	-	62	
		ELP	-	-	-	-	-	66	

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate **Expectation:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7-year Grad Rate 75.1% using a 6 year grad rate	Approaching	Overall Rating for Postsecondary & Workforce Readiness: Approaching
	Disaggregated Graduation Rate **Expectation:** At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework 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 ELLs.	Approaching	
	Dropout Rate **Expectation:** At or below state average overall.	3.6%	3.7%	Approaching	
	Mean Colorado ACT Composite Score **Expectation:** At or above state average.	20.0	16.3	Does Not Meet	

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Accountability Status and Requirements for Improvement Plan

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool for public viewing at www.schoolview.org

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment			
ESEA and Grant Accountability			
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 is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	TBD	This school is a Cohort 1 Tiered Intervention Grant Awardee and therefore Awardee status for the 2013-14 year is pending approval for a 4th year of funding. Schools with funds available to carry over from years 1-3 are eligible to apply for a 4th year of funding. For more information about 4th year applications contact Brad Bylsma (Bylsma_b@cde.state.co.us). This report will be re-populated in December with the updated awardee status.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	SIG grant for 07-08 Transformation Grant in 2010-2013
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	The school had an Expedited Review on April 12-15, 2010.
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 Accreditation ☐ Title I Focus School ☒ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP) ☐ Other: _____

School Contact Information		(Additional contacts may be added, if needed)
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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 the Unified Improvement Planning Handbook.
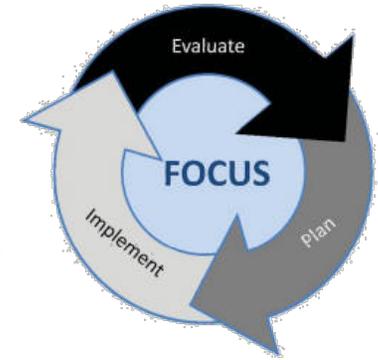
Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis)* have been provided to organize the data referenced in the narrative.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Narrative:

Description of school:

North High School is now in its fourth year as a TIG-funded transformation school. North High School students primarily are English Language Learners who come from a Latino background and over 90% of the students receive Free and Reduce Lunch.

This year, there is an increased emphasis on including stakeholders in the data analysis, identifying priority performance challenges and decision-making process. UIP updates and tracking are shared with Collaborative School Committee members and the Staff Leadership Team on a regular basis. Through this process the stakeholders input is used in refining the schools action plan. As the school continues to plan for addressing North's performance challenges in the future, the UIP will be collaboratively designed with the various stakeholders. This UIP was developed by working with the SLT, CSC, and PTA as data was shown to parents at multiple evening meetings, at teacher professional

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development, and via staff communication to obtain feedback and perspective. A review of the current year's data, along with the previous year's data will be used to determine priority challenges. It is important to identify the action steps that are most effective in accomplishing student achievement, and refining these action steps to maximize improvement.

This year, 2013/ 2014, is the last year that North will receive TIG Funding. The North stakeholders will prioritize the school needs based on the effectiveness of programing/interventions/resources to support academic achievement. With these identified, North has either chosen to spend school based funds in these areas or has sought other financial resources such as ELO grants, other district resources to supplement the funds needed to support the high priority items.

In the first year of the school's turnaround, there was an effort to build upon prior successes. New systems were built. Unique positions were created to lead specific aspects of the turnaround work. Some of the initial focuses included: implementing standards-based grading across the school, offering extended learning time, engaging in a significant outreach effort to parents and the community, and strengthening its instructional systems throughout. Now in its fourth year of turnaround there are many new staff members, new structures, and a culture of college and career readiness.

Current Performance:
In its fourth year of being a TIG-funded transformation school, North High School is continuing to strengthen the systems that were built in years 1-3 – this year with a more specific emphasis on consistent and effective classroom instruction building teacher capacity, especially around data-driven instruction. As a college and career readiness school, we are working to ensure that our courses and rigorous instruction set students up for success. Finally, we know that our students need an entire community of support and the work with our community engagement will be essential. The following data suggests that we are improving and are on the right track:

- Overall growth in reading, math, writing, and science TCAP/CSAP scores for last five years in all grades.
- Overall growth percentiles in TCAP/CSAP reading, math, and writing in a five year time period, in all grade levels have increased.
- 10th grade reading proficiency target of 51% P/A met
- 9th grade math proficiency target of 14% P/A met
- ELL writing MGP above target by 3
- Graduation rate of 75.11% exceeded target of 72%
- Reading scores have increased 17% in the past 5 years
- Math scores have increased 8% in the past 5 years
- Writing scores have increased 12% in the past 5 years
- Science scores have increased 9% in the past 5 years
- 24% percentage increase in the Advance Placement pass rate.

Trend Analysis:
- After growing significantly from 2011 to 2012, there was limited growth or a plateau reached for student achievement and growth this past year from 2012 to 2013
- North continued to see good MGP growth over 50%, but the scores this past year only continued to trend up in Reading going from 55 to 59. Math stayed the same and Writing dropped from 63 to 61.
- Reading scores have consistently increased from 32%P/A in 2011 to 44% P/A this past year. From 2012 to 2013 though, there was no increase in Reading scores and FRL and ELL scores actually decreased.

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- Math scores have also increased significantly, from 10% in 2011 to 13% this past year. This increase though is still not enough. Our gap increased with our ELL students as they increased from 9% to 10% but our non-ELL students increased from 10% to 15%. This held true with our FRL students as well as they only increased 3% while non-FRL increased 6%.
- **Writing** – We went from 15% in 2011 to 25% this past year, but grew only 1% from 2012. This happened because our ELL, FRL, and Minority students saw less than 1% growth.
- **Science** saw limited growth of only 2% because Minority students fell 1%, ELL students fall 1%, and FRL only increased 2%. Our non-Minority students scored at 75% compared to 20% for Minority students.
- Special Education is well below the state average for all areas. Even though there has been progress towards closing the gap with the state, we are still well behind and this past year went down from where we were at from the year before.   While special education growth outpaced the state, in all subgroups, the growth declined or stayed relatively the same from the previous year.
- Students taking AP tests has dropped since 2009. In 2009, 225AP tests were taken compared to 94 in 2013.

Priority Performance Challenges and Root Causes:

- After making great gains in proficiency and MGP from 2011 to 2012, this past year of 2012/2013 saw limited growth or plateauing in many areas. As a result, North needs to be even more strategic and targeted in its work with students. The root cause for this was that school-wide systems were not in place to target and meet specific student needs. There are many adults and services offered at the school, but they were not coordinated as well as they could have been. Classrooms were inconsistent with instruction and expectations as well which was confusing for students. Many students come into North below grade level too because North has not done a good enough job of working with all of our feeder middle schools to align expectations and instruction.

- While more students passed AP tests and graduated on-time, college remediation rates remain high and still only about 1/3 of students are attending college after graduation. As a college and career readiness school, we must work to set up pathways for students so they receive the education they need to be successful in college and know the resources that are available to them. The root cause for this was that there were not clearly defined pathways for students to be set up for success on AP tests since students were put in AP classes without the foundational skills they needed to be successful. In addition, student remedial needs were not clearly identified and addressed as a school.

- Lack of consistent, on-going progress monitoring systems in all subject areas that allow staff members to know the progress of a student. As a result, students are not put into the right courses or do not receive the appropriate interventions. The root cause for the lack of systems to monitor the progress of a student comes from a district information technology system that is old and not entirely user friendly. In addition, the focus at the start of the turnaround was around culture and now it needs to shift to data and have a culture that is focused on data-driven instruction.

- Limited family outreach and engagement in student academic performance on a consistent basis with next steps and supports. Our family liaison was new last year and was learning about the school environment. In addition, their role was only half time. North also did not take time to strategically celebrate student progress or communicate when students were off-track to families in a way that would educate them to do something about it.

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Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading – 51% P/A	9th- 38% P/A (target no met). Off track by 13% 10th- 51% P/A (target met). Reading target for 9th grade was not met and was off by 13%. Reading target for 10th grade was met exactly.	There were many areas where we did not hit the target. The only areas where we hit the target was for 9th grade Math and 10th grade Reading. This happened because the 9th grade Math teachers were strategic and purposeful with their instruction that was data-driven. Students were also targeted for double dosing in math. 10th grade Reading hit the target. Students had had 2 years of intentional reading intervention supports. 9th Grade reading was the most off-track. They were off track because they had only 7 months of targeted reading supports
	Math – 14% P/A	9th- 14% P/A (target met). 10th- 11% P/A (target not met). Off track by 3%. Math target for 9th grade was met exactly. Math target for 10th grade was not met by 3%.\	
	Writing – 29% P/A	9th- 27% P/A (target not met). Off track by 2%. 10th- 23% P/A (target was not met). Off track by 4%. Writing target for 9th grade was not met by 2%.. Writing target for 10th grade was not met by 4%.	
	Science – 27% P/A	10th – 24% P/A (target not met). Off track by 3%. Science target was not met by 3%.	
Academic Growth	Reading – 65	R – 65 – actual 59 target not met by 6%.	Although common strategies for paragraph writing were developed and utilized there was a lack of focus on utilizing writing data to progress monitor throughout the year. Hence, we did not intentionally target specific areas of improvement.
	Math – 65	M – 65 – actual 56 target not met by 9%.	
	Writing - 68	W – 68 – actual 61 target not met by 7%.	
Academic Growth Gaps	**Reading** FRL: 65	Reading |	Target	2013	Comments		GROWTH

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?				Brief reflection on why previous targets were met or not met.

	Minority: 65 Students w/ Disabilities: 65 ELLs: 65 Catch-up: 65	ELL	65	62	Target not met by 3	Although there was good growth in all three areas, deliberate systems to progress monitor reading, writing, and math had not yet been developed.
		FRL	65	59	Target not met by 6	
		w/Disabilities	65	60	Target not met by 5	
		Minority	65	59	Target not met by 6	**GROWTH GAPS**
		Catch-up	65	23	Target not met by 42	**Though ELL, FRL, and Minority did not meet the targets, there was strong growth. SPED had strong growth in Writing and Reading, but not Math. This year, we piloted a math course for students with severe disabilities which we will refine this coming year because there was a significant drop from the year before.**
	Math FRL: 65 Minority: 65 Students w/ Disabilities: 65 ELLs: 65 Catch-up: 65	Math				
			Target	2013	Comments	
		ELL	65	56	Target not met by 9	
		FRL	65	57	Target not met by 8	
		w/Disabilities	65	47	Target not met by 18	
		Minority	65	57	Target not met by 8	
		Catch-up	65	4	Target not met by 61	
	Writing FRL: 65 Minority: 65 Students w/ Disabilities: 65 ELLs: 65 Catch-up: 65	Writing				
			Target	2013	Comments	
		ELL	65	68	Target met by 3	
		FRL	65	60	Target not met by 5	
		w/Disabilities	65	56	Target not met by 9	
		Minority	65	60	Target not met by 5	
		Catch-up	65	11	Target not met by 54	
Postsecondary & Workforce Readiness	Graduation Rate: 72%	Graduation Rate: 75.11% using CDE graduation rate Met Target				Graduation increased due to higher expectations set for 12th graders in which there were checkpoints along the way to ensure all students were on track to graduate. Although the dropout rate target was not met, there was a decrease in the dropout rate due to the revised graduation requirements and
	Dropout Rate: 3	Dropout Rate: 3.68%				

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
		Did not meet target.	expectations and supports for seniors.
	ACT: 16	ACT: 16.3 Target was met.	ACT Target was met as there was more of a focus on college and career readiness at the school. Students were clearer on what they needed to do in order to achieve the score they needed.

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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.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	While North has made significant progress the past 3 years in terms of academic achievement, from 2012 to 2013 there was not the same growth as the previous year. **TCAP status** Reading — Math — Writing — Science 	We plateaued in our growth this past year. While it is good that we did not fall backwards, we are no longer moving forward at the pace we need to.	We felt confident that systems and structures were in place that would carry our growth, but it turned out that the systems and structures were the right ones to turn things around, but not the right ones to take things to the next level. There was not enough focus on data to strategically drive instruction. The culture change contributed to the growth the year before, but there was not a enough of a laser-like focus on students to continue the growth.

	2009	2010	2011	2012	2013
Reading	27%	29%	32%	44%	44%
Math	5%	9%	10%	10%	13%
Writing	13%	11%	15%	24%	25%
Science	15%	13%	11%	22%	24%

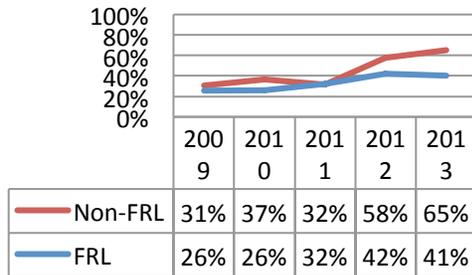| Performance Indicators	Description of Notable Trends	Priority Performance Challenges	Root Causes
	Reading – Reading scores have consistently increased from 32%P/A in 2011 to 44% P/A this past year. From 2012 to 2013 though, there was no increase in Reading scores and FRL and ELL scores actually decreased.	READING: Low achievement levels across all grades with overall increased achievement over the past 5 years. We plateaued in our growth this	We did not have strategic structures in place to monitor student reading progress and we did not meet the needs of our English Language Learners because students were not always scheduled into the correct classes and teachers did not differentiate to meet their needs.
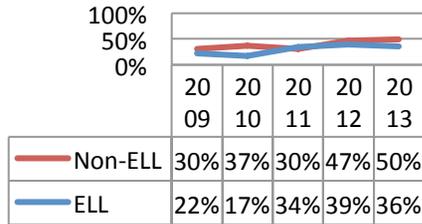
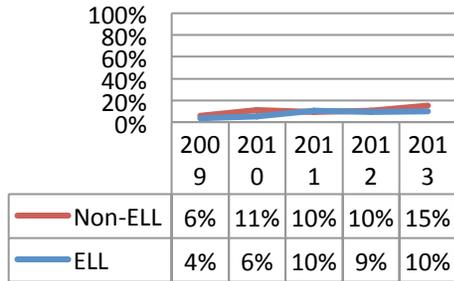School Code: 6314   School Name: NORTH HIGH SCHOOL

TCAP Reading

	2009	2010	2011	2012	2013
Non-ELL	30%	37%	30%	47%	50%
ELL	22%	17%	34%	39%	36%

100% / 50% / 0%

TCAP Reading

	2009	2010	2011	2012	2013
Non-FRL	31%	37%	32%	58%	65%
FRL	26%	26%	32%	42%	41%

100% / 80% / 60% / 40% / 20% / 0%

past year. While it is good that we did not fall backwards, we are no longer moving forward at the pace we need to.

Math – Math scores have also increased significantly, from 10% in 2011 to 13% this past year. This increase though is still not enough. Our gap increased with our ELL students as they increased from 9% to 10% but our non-ELL students increased from 10% to 15%. This held true with our FRL students as well as they only increased 3% while non-FRL increased 6%.
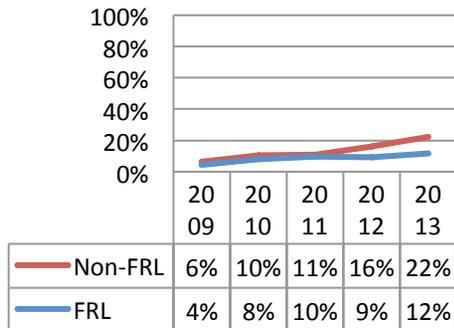
MATH: Very low achievement; 2% decreased achievement in 9th grade achievement in 2012. 4% increased achievement in 10th grade.

We plateaued in our growth this past year.

We had reading intervention this past year, but no math intervention structures to assist students with their math skills. This is the most apparent with our catch-up and keep-up students as we did not catch-up enough of our students since targeted interventions were not in place and we did not keep-up enough students because students who should have been placed in Geometry were placed in Algebra and as a result expectations for the students were not pushed.
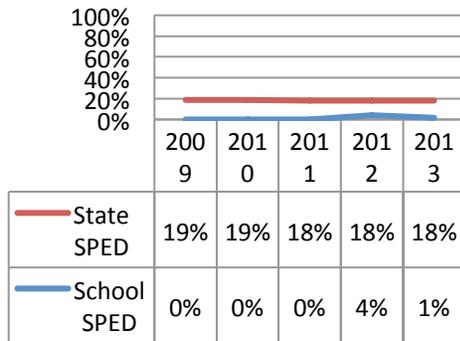
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TCAP Math

	2009	2010	2011	2012	2013
Non-ELL	6%	11%	10%	10%	15%
ELL	4%	6%	10%	9%	10%

TCAP Math

	2009	2010	2011	2012	2013
Non-FRL	6%	10%	11%	16%	22%
FRL	4%	8%	10%	9%	12%

While it is good that we did not fall backwards, we are no longer moving forward at the pace we need to.

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TCAP Math

	2009	2010	2011	2012	2013
— State SPED	19%	19%	18%	18%	18%
— School SPED	0%	0%	0%	4%	1%

Writing – We went from 15% in 2011 to 25% this past year, but grew only 1% from 2012. This happened because our ELL, FRL, and Minority students saw less than 1% growth.
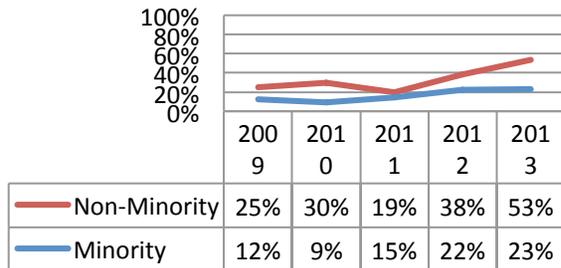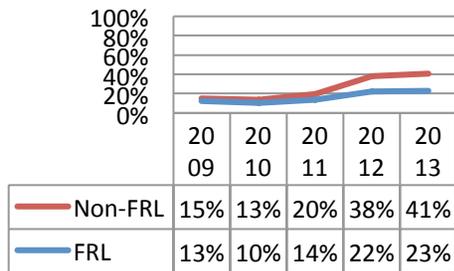
TCAP Writing

	2009	2010	2011	2012	2013
— Non-ELL	15%	16%	14%	26%	31%
— ELL	11%	5%	16%	21%	19%
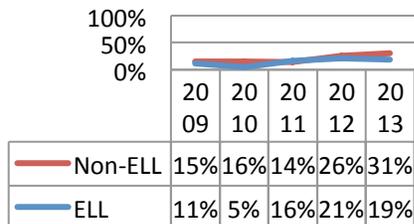
WRITING: Low achievement. Stable achievement in at the 9th grade level in 2012; 10% increased achievement at the 10th grade level in 2012. We plateaued in our growth this past year. While it is good that we did not fall backwards, we are no longer moving forward at the pace we need to.

We are not scaffolding our writing instruction enough for our students, especially our ELLs,FRLs, and Minority students to understand how to write effectively with all the different components of writing.

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TCAP Writing

	2009	2010	2011	2012	2013
Non-Minority	25%	30%	19%	38%	53%
Minority	12%	9%	15%	22%	23%

TCAP Writing

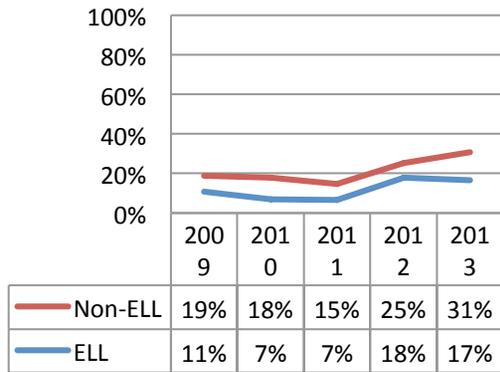|	2009	2010	2011	2012	2013
Non-FRL	15%	13%	20%	38%	41%
FRL	13%	10%	14%	22%	23%

Science saw limited growth of only 2% because Minority students fell 1%, ELL students fall 1%, and FRL only increased 2%. Our non-Minority students scored at 75% compared to 20% for Minority students.

SCIENCE: Low achievement with a 11% increased achievement in 2012. We plateaued in our growth this past year. While it is good that we did not fall backwards, we are no
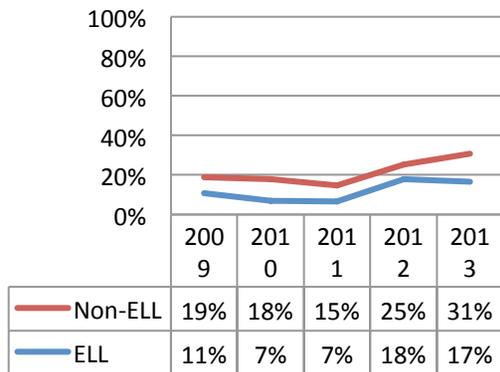
Our science instruction does not provide enough real world experience for our students to engage in. As a result, our non-Minority students who have exposure outside of school to more real world situations performed significantly better than our minority students.
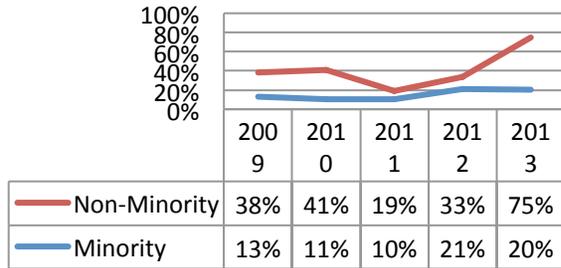
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TCAP Science

	2009	2010	2011	2012	2013
Non-ELL	19%	18%	15%	25%	31%
ELL	11%	7%	7%	18%	17%

TCAP Science

	2009	2010	2011	2012	2013
Non-ELL	19%	18%	15%	25%	31%
ELL	11%	7%	7%	18%	17%

longer moving forward at the pace we need to.

School Code: 6314   School Name: NORTH HIGH SCHOOL

TCAP Science

	2009	2010	2011	2012	2013
Non-Minority	38%	41%	19%	33%	75%
Minority	13%	11%	10%	21%	20%

Special Education is well below the state average for all areas. Even though there has been progress towards closing the gap with the state, we are still well behind and this past year went down from where we were at from the year before.
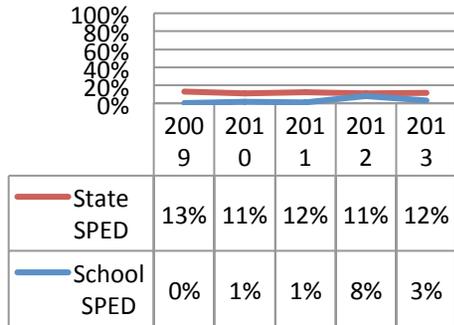
TCAP Reading
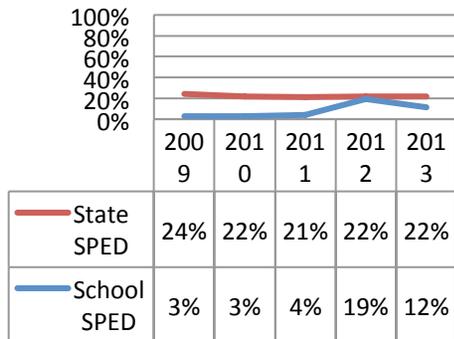
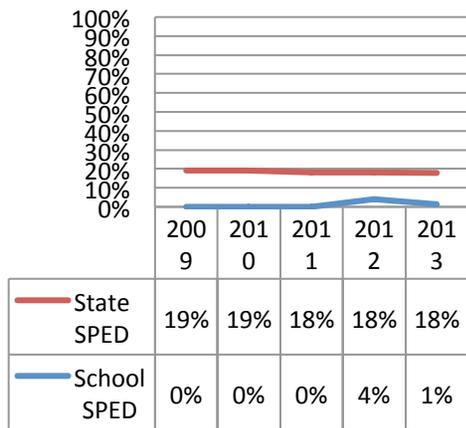|	2009	2010	2011	2012	2013
State SPED	24%	22%	21%	22%	22%
School SPED	3%	3%	4%	19%	12%

Special Education has historically not met state standards for student performance and it is essential that the needs of our students with special needs are met.

There has been significant turnover in the special education department year after year. As a result, systems and structures are not in place to allow staff to coordinate effectively with each other from paraprofessionals to teachers. This past year saw a drop in special education scores because students were not always placed in the least restrictive environment.

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TCAP Writing

	2009	2010	2011	2012	2013
State SPED	13%	11%	12%	11%	12%
School SPED	0%	1%	1%	8%	3%

TCAP Math

	2009	2010	2011	2012	2013
State SPED	19%	19%	18%	18%	18%
School SPED	0%	0%	0%	4%	1%

Compared to the district, North has a higher percentage (5% more) of individuals who are 5+. Our students are outperforming the district in all categories, most notably in speaking by 10%.

CELA LEVEL 5

North

5	Overall	9th	10th	11th	12th

While our students performed better than the district on Access for 5+, our ELL students continue to not perform as well on

Our teachers continue to develop their skills in meeting the needs of all students, especially second language learners. There are no systems in place for keeping track of the supports that are successful with specific students so each teacher tries their own things instead of working as a unit to support

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2012	7%	6%	7%	7%	9%
2011	4%	4%	3%	0%	7%
2010	1%	0%	0%	3%	14%

state assessments.

students.

District

5	Overall	9th	10th	11th	12th
2012	7%	6%	7%	7%	9%
2011	7%	5%	7%	6%	11%
2010	6%	5%	6%	8%	9%

ACCESS 5+

5+	Overall	List	Speak	Read	Write	Oral	Lit	Comp
Dist.	36%	41%	53%	40%	29%	48%	33%	36%
North	41%	46%	63%	42%	32%	53%	34%	37%

5+	Overall	Male	Female	FRL	Non-FRL	Sped	Non-Sped	Span Lang BG	Non Span Lang BG
Dist.	36%	34%	38%	37%	36%	9%	41%	38%	30%
North	41%	39%	42%	42%	50%	8%	52%	45%	11%

| 5+	Overall	9th	10th	11th	12th
Dist.	36%	42%	39%	33%	26%
North	41%	49%	43%	42%	21%

| Academic Growth | North continued to see good MGP growth over 50%, but the scores this past year only continued to trend up in Reading going from 55 to 59. Math stayed the same and Writing dropped from 63 to 61. | While our growth was still good growth, growth plateaued from the | After a year where culture changes were put in place, this past year did not see the strategic focus on specific students and needs of students as evidenced by the lack |

School Code: 6314   School Name: NORTH HIGH SCHOOL
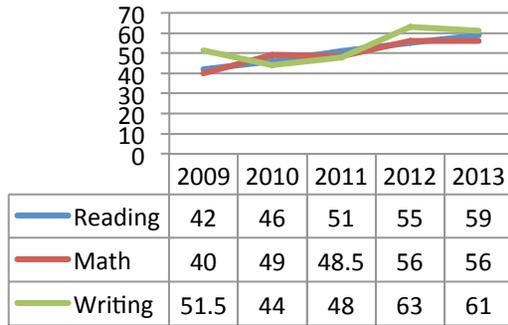
| | previous year just like status. | of systems that were utilized to monitor student progress strategically and have instruction that was driven by data. |

TCAP MGP

	2009	2010	2011	2012	2013
Reading	42	46	51	55	59
Math	40	49	48.5	56	56
Writing	51.5	44	48	63	61

Reading MGP grew for all of our students, especially ELL, Non-FRL, and Minority students.

TCAP Reading MGP

	2009	2010	2011	2012	2013
ELL	44	47	59	52.5	62
Non-ELL	40	45	43	57.5	57
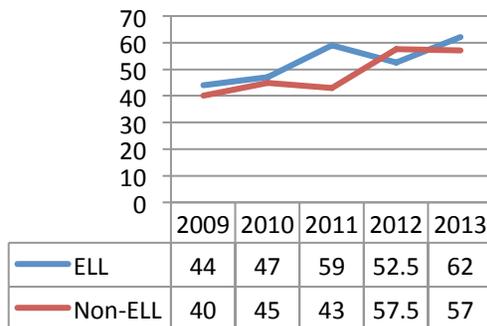
While these reading scores are positive, we must continue to improve the reading of all of our students and not plateau.

The reading intervention classes provide more support for the students who needed extra reading practice. This allowed the students to bring new skills to their core classes and be more successful with their reading.

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TCAP Reading MGP

	2009	2010	2011	2012	2013
FRL	42	46	52	54	59
Non-FRL	42	42	44.5	59	69.5

TCAP Reading MGP

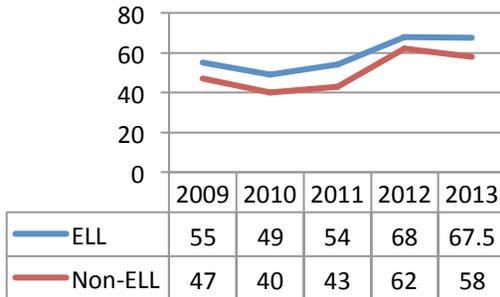|	2009	2010	2011	2012	2013
Minority	41	46.5	51	53	59
Non-Minority	56	34	63	72.5	75
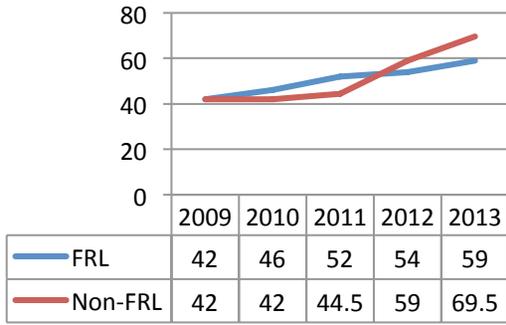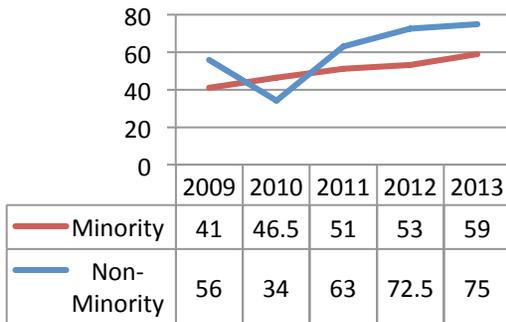
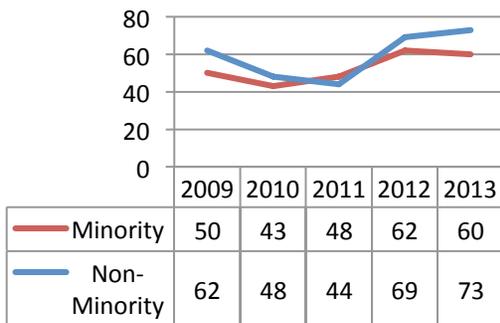Writing scores stayed relatively the same or went down even though they still represented good growth numbers.

We plateaued in our growth this past year. While it is good that we did not fall backwards, we are no longer moving forward at the pace we need to.

Multiple content areas from math to electives focused on writing, but there was not enough coordination with the writing teachers to understand what students were being taught structurally with their writing and how other departments could help to incorporate writing more strategically.

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TCAP Writing MGP

	2009	2010	2011	2012	2013
ELL	55	49	54	68	67.5
Non-ELL	47	40	43	62	58

TCAP Writing MGP

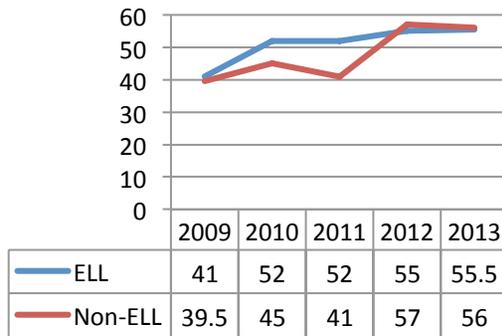|	2009	2010	2011	2012	2013
Minority	50	43	48	62	60
Non-Minority	62	48	44	69	73

Math MGP dropped significantly for Non-FRL and Non-Minority going from 63 to 50 for Non-FRL and 67 to 41.5 for Non-Minority.
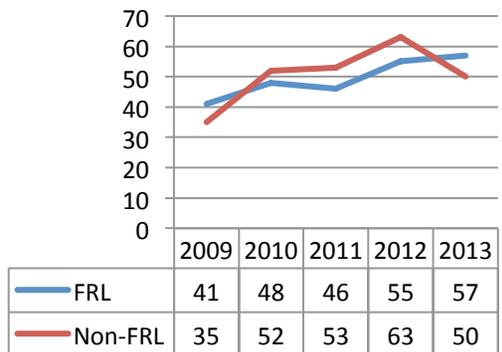
Keep up students did not stay proficient at the rates that they need to and these Keep-up students were not able to keep up. The plateau with our growth shows that

Many math students were not placed into the appropriate classes that would challenge them as freshmen. Students were in Algebra when they should have been in Geometry and courses were given to students because they wanted them with little to no pushback from the school even if the courses may not have been the most challenging for them.
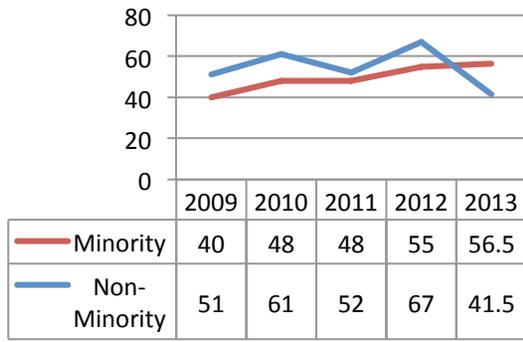
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TCAP Math MGP

	2009	2010	2011	2012	2013
ELL	41	52	52	55	55.5
Non-ELL	39.5	45	41	57	56

TCAP Math MGP

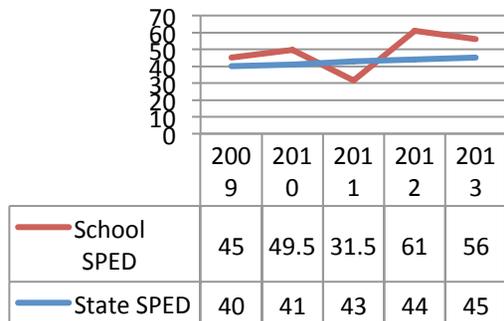|	2009	2010	2011	2012	2013
FRL	41	48	46	55	57
Non-FRL	35	52	53	63	50

while the culture shift has set in at North, the intentionality around data and setting students up for the write classes has not.

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TCAP Math MGP

	2009	2010	2011	2012	2013
Minority	40	48	48	55	56.5
Non-Minority	51	61	52	67	41.5

While special education growth outpaced the state, in all subgroups, the growth declined or stayed relatively the same from the previous year.
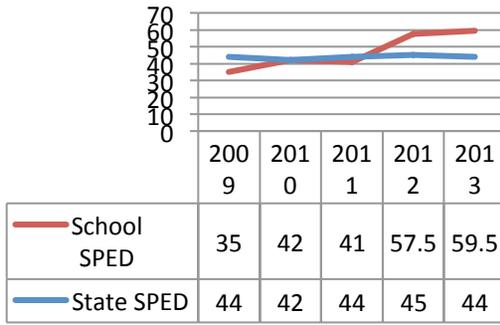
TCAP Writing MGP

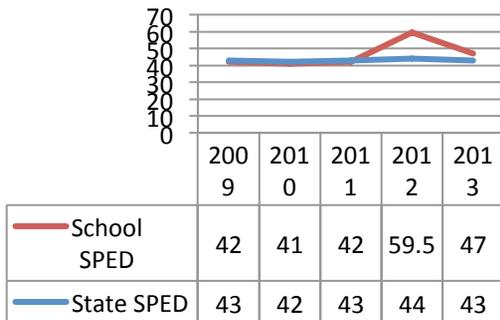|	2009	2010	2011	2012	2013
School SPED	45	49.5	31.5	61	56
State SPED	40	41	43	44	45

Special Education has historically not met state standards for student performance and it is essential that the needs of our students with special needs are met.

There has been significant turnover in the special education department year after year. As a result, systems and structures are not in place to allow staff to coordinate effectively with each other from paraprofessionals to teachers. This past year saw a drop in special education scores because students were not always placed in the least restrictive environment.

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TCAP Reading MGP

	2009	2010	2011	2012	2013
School SPED	35	42	41	57.5	59.5
State SPED	44	42	44	45	44

TCAP Math MGP

	2009	2010	2011	2012	2013
School SPED	42	41	42	59.5	47
State SPED	43	42	43	44	43

Academic Growth Gaps

ELL - GROWTH GAPS (MGP VS AGP)

		2010-2011			2011-2012			2012-2013		
		MGP	AGP	Gap	MGP	AGP	Gap	MGP	AGP	Gap
Reading	ELL	59	72	-13	53	69	-16	62	80	-18
	Non-ELL	43	60	-17	58	54	+4	57	54	+3
Writing	ELL	54	96	-42	68	96	-28	68	96	-28

Our ELL, FRL, minority, and SPED students have made progress, but we are still not closing the gap that we need to close with achievement in

We do not have solid enough school-wide monitoring systems to ensure that students are placed in the right classes and receive the appropriate supports.

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these areas.

	Non-ELL	43	92	-40	62	91	-29	58	86	-28
Math	ELL	52	99	-47	55	99	-44	56	99	-43
	Non-ELL	41	99	-58	57	99	-42	56	99	-43

ELL - GROWTH GAPS (MGP VS REFERENCE GROUP)

		2010-2011			2011-2012			2012-2013		
		ELL	Non-ELL	Gap	ELL	Non-ELL	Gap	ELL	Non-ELL	Gap
Reading		59	43	+16	53	58	-5	62	57	+5
Writing		54	43	+11	68	62	+6	68	58	+10
Math		52	41	+11	55	57	-2	56	56	0

Trend statement(s) for ELL Gap:
Though we did not meet the targets, our ELLs made good growth and higher or the same growth than our non-ELLs.

FRL - GROWTH GAPS (MGP VS AGP)

		2010-2011			2011-2012			2012-2013		
		MGP	AGP	Gap	MGP	AGP	Gap	MGP	AGP	Gap
Reading	FRL	52	72	-20	54	65	-11	59	71	-12
	Non-FRL	45	44	+1	59	26	+33	70	20	+50
Writing	FRL	47	95	-48	63	95	-32	60	94	-34
	Non-FRL	50	84	-34	57	81	-24	62	64	-2
Math	FRL	46	99	-53	55	99	-44	57	99	-42
	Non-FRL	53	99	-43	63	98	-35	50	99	-49

FRL - GROWTH GAPS (MGP VS REFERENCE GROUP)

		2010-2011			2011-2012			2012-2013		
		FRL	Non-FRL	Gap	FRL	Non-FRL	Gap	FRL	Non-FRL	Gap
Reading		52	45	+7	54	59	-5	59	70	-11

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Writing		47	50	-3	63	57	+6	60	62	-2
Math		46	53	-7	55	63	-8	57	50	+7

Trend Statement(s) for FRL gap:
We did not meet our targets for FRLs and FRL only grew more than non-FRL in Math. Achievement has risen in the last 3 years, but it is still not where it needs to be.

Minority - GROWTH GAPS (MGP VS AGP)

		2010-2011			2011-2012			2012-2013		
		MGP	AGP	Gap	MGP	AGP	Gap	MGP	AGP	Gap
Reading	Minority	52	67	-15	53	61	-8	59	66	-7
	Non-Minority	44	88	-44	73	46	+27	75	8	+67
Writing	Minority	48	94	-46	63	95	-32	60	94	-34
	Non-Minority	47	95	-48	68	82	-14	73	56	+17
Math	Minority	49	99	-50	55	99	-44	56	99	-43
	Non-Minority	48	99	-51	65	99	-31	42	88	-46

Minority - GROWTH GAPS (MGP VS REFERENCE GROUP)

		2010-2011			2011-2012			2012-2013		
		Min	Non-Min	Gap	Min	Non-Min	Gap	Min	Non-Min	Gap
Reading		52	44	+89	53	73	-20	59	75	-16
Writing		48	47	+1	63	68	-5	60	73	-13
Math		49	48	+1	55	65	-10	56	42	+14

Trend Statement(s) for Minority Gaps:
There were non-minority students who met their AGP target, but minority students did not meet any of the targets. The only area that minority students outperformed non-minority students was in Math.

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SPED - GROWTH GAPS (MGP VS AGP)

		2010-2011			2011-2012			2012-2013		
		MGP	AGP	Gap	MGP	AGP	Gap	MGP	AGP	Gap
Reading	SPED	41	99	-58	58	99	-41	60	99	-39
	Non-SPED	53	61	-8	55	50	+5	59	55	+4
Writing	SPED	32	99	-67	61	99	-38	56	99	-43
	Non-SPED	50	90	-40	63	91	-28	65	86	-21
Math	SPED	42	99	-57	60	99	-39	47	99	-52
	Non-SPED	49	99	-50	55	99	-44	56	99	-43

SPED- GROWTH GAPS (MGP VS REFERENCE GROUP)

		2010-2011			2011-2012			2012-2013		
		SPED	Non-SPED	Gap	SPED	Non-SPED	Gap	SPED	Non-SPED	Gap
Reading		41	53	-12	58	55	+3	60	59	+1
Writing		32	50	-18	61	63	-2	56	65	-9
Math		42	49	-7	60	55	+5	47	56	-9

Trend Statement(s) for SPED Gaps:
Special Education did not meet targets in any areas and only outperformed non-sped in Reading.

Postsecondary & Workforce Readiness

Graduation Rate is 75% in 2013 compared to 64.79% in 2012. Also, 66% of students were on track to graduate in 2013 compared to 64% in 2012.

2010	2011	2012
53	63.7	65

While students are graduating at a higher rate, students are still not college and career ready.

Students are passing classes, but are not being exposed to rigorous enough material that is preparing them for college. In addition, students are not being targeted effectively in making sure their academic needs are being met so that they do not have to take remedial classes in college.

ACT overall was 16, Hispanic students were 17, Non-ELL was 18
School did best on Math with 17, English at 15. District Hispanic average was 16.

Students receiving high enough ACT scores so that they

Student ACT prep is not happening soon enough for students. There were not intentional systems in place to address

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|			
7% growth in college readiness score from 12% in 2008 to 19% in 2013. | 2009	2010	2011	2012
15.0	15.5	15.6	15.2		can be considered for competitive universities. In addition, while college readiness scores have increased, they are still not high enough.	student preparation at all grade levels.
16.7% of students in 2013 passed a Literacy AP test compared to 0% in 2012 37.5% of students in 2013 passed a Math AP test compared to 16.7% in 2012. 0% of students in 2013 passed a Science AP test compared to 24% in 2011 41.7% of students in 2013 passed a social studies AP test compared to 4% in 2012	While many more students passed AP tests in 2013, the number of students passing still do not set students up to be college and career ready.	Students are not being exposed to rigorous enough curriculum or intensive enough supports in their freshmen and sophomore years of school. As a result, students are taking AP tests without being as prepared as they could be.
Students taking AP tests has dropped since 2009. In 2009, 225 AP tests were taken compared to 94 in 2013.	Students are not academically prepared to take AP classes.	There was an effort made to ensure that students were not taking AP classes just for the sake of AP classes, but that students were being set up for success with a clear path of instructional development with honors and AP classes. As a result, the enrollment of AP courses was scaled back.

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Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then 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; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

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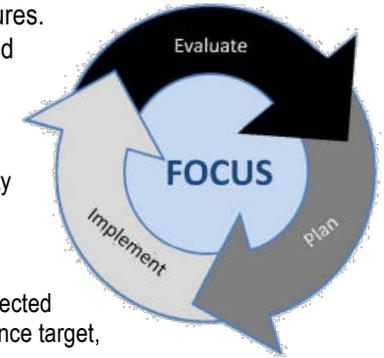
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
				2013-14	2014-15		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Reading achievement levels across all grades and disaggregated groups are persistently less than 56% proficient and advanced.

Low achievement levels across all grades with overall increased achievement over the past 5 years. We plateaued in our growth this past year. While it is good that we did not fall backwards, we are no longer moving forward at the pace we need to. | 56% P/A | 60% P/A | School-wide
Proficiency data monitoring regularly and more often for students who read below grade level.

DPS interim assessments

SRI throughout the year and more often for students who read below grade level. | 1,2,3 |
| | | M | Math achievement levels across all grades and disaggregated groups are persistently less than 17% proficient and advanced and achievement levels have plateaued. | 17% P/A | 22% P/A | School-wide
Proficiency data monitoring regularly

DPS interim assessments | 1,2,3 |

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		W	Writing achievement levels across all grades and disaggregated groups are persistently less than 35% proficient and advanced and proficiency levels plateaued this last year.	35% P/A	40% P/A	School-wide Proficiency data monitoring regularly DPS interim assessments	1, 2, 3
		S	Science achievement levels across all grades and disaggregated groups are persistently less than 32% proficient and advanced and proficiency levels plateaued this last year.	32% P/A	38% P/A	School-wide Proficiency data monitoring regularly DPS interim assessments	1, 2, 3
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	READING: Sporadic growth in 10th grade with overall increased growth over the past 4 years although there was a plateau in growth.	66	70	School-wide proficiency data monitoring more often for students who read below grade level. DPS interim assessments SRI throughout the year and more often for students who read below grade level.	1, 2, 3
		M	MATH: Overall trend in growth over the past 4 years, but a plateau this last year.	66	70	School-wide Proficiency data monitoring regularly	1, 2, 3

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						DPS interim assessments	
		W	WRITING: Overall trend in growth over the past 4 years although there was a plateau this last year.	66	70	School-wide Proficiency data monitoring regularly DPS interim assessments	1, 2, 3
		ELP	While our students performed better than the district on Access for 5+, our ELL students continue to not perform as well on state assessments.	66	70	SRI throughout the year and more often for students who read below grade level. Formative assessments in Edge	
Academic Growth Gaps	Median Growth Percentile	R	Our ELL, FRL, minority, and SPED students have made progress, but we are still not closing the gap that we need to close with achievement in these areas.	66	70	School-wide Proficiency data monitoring regularly and more often for students who read below grade level. DPS interim assessments SRI throughout the year and more often for students who read below grade level.	1, 2, 3
		M	Our ELL, FRL, minority, and SPED students have made progress, but we are still not closing the gap that we need to close with achievement in these areas.	66	70	School-wide Proficiency data monitoring regularly DPS interim assessments	1, 2, 3
		W	Our ELL, FRL,	66	70	School-wide	1, 2, 3

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		minority, and SPED students have made progress, but we are still not closing the gap that we need to close with achievement in these areas.			Proficiency data monitoring regularly DPS interim assessments	
Postsecondary & Workforce Readiness	Graduation Rate	While students are graduating at a higher rate, students are still not college and career ready.	76%	80%	ABC Stoplight (Attendance, Behavior, Course Grades) On-Track to Graduate	1, 2, 3
	Disaggregated Grad Rate	While students are graduating at a higher rate, students are still not college and career ready.	76%	80%	ABC Stoplight (Attendance, Behavior, Course Grades) On-Track to Graduate	1, 2, 3
	Dropout Rate	Students are not receiving the targeted intervention that they need and make decisions that school is not for them.	2%	2%	ABC Stoplight (Attendance, Behavior, Course Grades) On-Track to Graduate	1, 2, 3
	Mean CO ACT	Students receiving high enough ACT scores so that they can be considered for competitive universities. In addition, while college readiness scores have increased, they are still	17	18	Proficiency data monitoring ACT prep tests	1, 2, 3

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		not high enough.				

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Utilize strategic structures, systems, supports, and professional development to support increased reading, writing, and math achievement.
Root Cause(s) Addressed: Insufficient and/or inconsistent professional development on school wide strategies to support critical thinking and effective instruction, specifically around a lack of consistent progress monitoring systems.
_____

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

☑ State Accreditation ☐ Title I Focus School ☑ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)
☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	**2014-15**				
Implement a school wide master schedule and structures/systems that extend learning time for students in core classes, reading intervention, math acceleration, MAAP, Saturday School, etc.	July 2013 – May 2014	July 2014 – May 2015	Principal Leadership Team Mi Casa City Year	General Fund – extra duty pay Mill Levy – FTE and community partner contract 21st Century Grant through Mi Casa SEI Grant	Schedule developed by July 2013. Schedule implemented in August 2013. Tutoring structures implemented by September 2013. After-School and Saturday School supports in place by Fall 2013 and Fall 2014.	In progress
Create systems for MS-HS transition by targeted scheduling in collaboration with feeder schools, 9th grade academy, freshmen orientations, etc. Effectively utilize student middle school data to provide learning supports for students to	July 2013 – June 2014	July 2015 – June 2015	Honors Teachers Principal Assistant Principals College	Title I and Mill Levy – extra pay	Recruitment events hosted August through December 2013 Meetings w/8th grade teachers by April 2014 & April 2015	In progress

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intervene or accelerate in reading, writing, and math in their 9th grade year.			Readiness Coordinator Counselors 8th-9th grade teachers Communications Specialist			
Utilize data & reading specialists to continue implementation of reading intervention systems to include additional college remediation courses, create reading progress monitoring structures, and provide targeted intervention support for identified students.	Aug 2013 – June 2014	Aug 2014 – June 2015	Principal Leadership Team Reading Intervention Team Network Data Partner	Mill Levy - FTE	Progress monitoring to occur every six weeks.	In progress
Create vertically and horizontally aligned, formative common assessments, and progress monitoring systems/tracking tools based on CO state, ACT, and Common Core standards, defining "mastery" of standards and ELGs for reading, writing, math, science and social studies.	Aug 2013 – June 2014	Aug 2014 – June 2015	Principal Leadership Team Teachers Network data partner Instructional Coach PeBC		First quarter assessments developed by Oct 2013 First semester common assessments developed by Dec 2013 March May Writing progress monitoring tracker created by August 2013 and utilized every 6 weeks Math progress monitoring progress tracker developed by Oct 2013 and utilized every 6 weeks	In progress

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| Create systems and implementation of student Body of Evidence folders to set academic goals in all classes to improve in reading, writing, and math. | Aug 2013 – June 2014 | Aug 2014 – June 2015 | College Readiness Coordinator Counselors Learning Community Mentors Teachers | TIG – supplies

General Fund – FTE Anticipated supplemental district funds. | BOE days occur Oct 13 Dec 13 Jan 14 Mar 14 and May 14. | In progress |
|---|---|---|---|---|---|---|
| Pilot Math 030/ 060 Foundations Course with 12th grade students. | Aug 2013 – June 2014 | Aug 2014 – June 2015 | Principal Math Department | SEI Grant materials, supplies, curriculum | Purchase materials by Fall 2013. Train math intervention support teachers by Fall 2013. Accuplace students in December 2013 and May 2014 | In progress |
| Provide English 030/060/090 for all Juniors and Seniors who Accuplaced at the specific levels. | Aug 2013 – June 2014 | Aug 2014 – June 2015 | Teachers College Readiness Coordinator Principal | General Fund – FTE ELO Grant - FTE SEI Grant - books | Students scheduled by August 2013 Students accuplaced Dec 2013 and May 2014 | In progress |
| Provide student academic supports after school with Math Help Center, MiCasa Homework Zone, City Year Tutoring, MAAP, etc. | September 2013 – June 2014 | September 2014 – June 2015 | Teachers City Year Mi Casa Assistant Principal | General Fund – FTE and independent contract 21st Century Grant ELO Grant - independent contract | 9th grade focus list created by mid-September 2013 Math focus lists 10th-12th grade determined by September 2013 | In progress |
| Utilize Public Education and Business Coalition (PEBC) and Instructional Coach to organize and lead the strategic professional development plan, including facilitating team inquiry and department, learning labs, coaching, and Thinking Strategies Institutes, focused on disciplinary literacy and differentiation to support reading, writing, and math. | July 2013 – June 2014 | July 2014 – June 2015 | Principal Asst. Principal Instructional Coach PEBC | TIG– independent contract and Registration (Thinking strategies institutes etc.) General Fund and Title II - FTE | 2013-14 Professional Development schedule by August 2013. Create and utilize West Denver Network Classroom Walk-through tool starting in September 2013 Professional Development Unit Plan developed by October 2013. | In progress |

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					Weekly PD planning meeting minimal one day week and every Wednesday – 2011-14. Seven learning labs hosted in 2013-2014 Attend Social Studies, Science and Math Thinking Strategies Institutes by December January and April 2013	
Monitor and provide feedback to teachers on lesson planning, lesson delivery and student work utilizing protocols focused on student understanding and critical thinking.	August 2013 – June 2014	August 2014 – June 2015	Principal, Leadership Team Assistant Principals Peer Observers PEBC Instructional Coach	.None	Feedback given to teachers weekly and through various observation types within the school year	In progress
Provide professional development for Teacher Leaders to facilitate Team Inquiry and Department meetings to focus on instructional practice to support student thinking in reading, writing, and math.	July 2013 – June 2014	July 2014 – June 2015	Teacher Leaders Assistant Principals Principal PEBC Instructional Coach	TIG – independent contractor General Fund – FTE	Teacher Leaders participate in monthly team leader training starting Aug 2013 . Teacher leader Retreat – August 2013 and April 2014	In progress
Create a new teacher induction plan including orientation, support, mentoring, and monthly workshops.	June 2013 – June 2014	July 2014 – June 2015	Teacher Leaders Teachers	None	New Teacher Induction schedule created by August 2013 and August 2014. Monthly workshops held.	In progress
Provide professional development on LETRS to support teacher understanding of reading development.	August 2013 – June 2014	July 2014 – August 2014	Principal Instructional Coach Special	None	80% of literacy teachers will complete by August 2014	In progress

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			Education Department Language Arts Department Reading Intervention Department			
Math Department will study ways to progress monitor student growth on Essential Learning Goals and create common strategies to support mathematical thinking through professional development opportunities and trainings.	June 2013 – June 2014	July 2014 – June 2015	Principal Math Department PEBC	None	Monthly meetings on CCSS Mathematical practices. 2-3 department meetings per month Participate in Math Thinking Strategies Institute in December 2013 3 Math learning labs will be held in 2013-14.	In progress
Committees created such as P&I, AP, and PD to foster greater collaboration.	August 2013 – June 2014	August 2014 – June 2015	Principal Assistant Principals Teachers	None	Committee calendar created August 2013 Committees begin meeting September 2013	In progress
Principal and assistant principals participate in monthly affinity group professional development focused on data driven instruction, coaching, observation and feedback, and academic school culture. This is in collaboration with the RELAY Graduate School of Education -National Principal Academy.	August 2013 – June 2014		Principal Assistant Principals	District	Monthly meetings starting September 2013 Quarterly visits to national principal academy	In progress

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Provide staff retreat during each summer to develop and support consistency of staff expectations and create and strengthen school-wide instructional practices.	August 2013	August 2014	Principal Leadership Team	TIG – Facility, meals, facilitation	Leadership retreat/training held in August 2013 and August 2014	In progress
Creates Language Arts/ Social Studies and Math/ Science cohorts for 6th – 12th grade teachers in collaboration with feeder schools. Cohorts will conduct vertically aligned learning labs and learning seminars on argument writing to support student improvement with the Common Core in Northwest Denver.	Quarterly August 2013 – June 2014	Quarterly August 2014 – June 2015	PEBC Teachers	Rose Grant – facilitation General Fund – substitutes	Cohorts meet quarterly	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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Major Improvement Strategy #2: Parent and Community Engagement: Engage families and community to support positive school culture and academic achievement.
Root Cause(s) Addressed: Limited community outreach and effort to engage families in the school community.

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

☑ State Accreditation ☐ Title I Focus School ☑ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)
☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Develop the school website so that parents and community members can access information about the school, including homework and details of the curriculum provided in each grade level and each classroom in addition to information about North to engage middle school families to build stronger community.	September 2013 – May 2014	August 2013 – May 2015	Communications Specialist Teachers	Anticipated supplemental district funds.	New staff webpages created by October 2013	In progress
Host and attend Northwest Denver school events and publicize calendar to promote year-round parent and community engagement in K-12 schools in Denver that fosters a deeper neighborhood K-12 community.	August 2013 – May 2014	August 2014 – May 2015	Communications Specialist Teachers Student leaders PTSA	Title I – Food, supplies, postage	Calendar of events published by August 2013 and 2014	In progress
Revitalize and renew parent participation on official committees such as Collaborative School Committee, ELA-PAC, PTSA.	August 2013 – May 2014	August 2014 – May 2015	Principal Communications Specialist Parent Liaison DPS Office of Community Engagement	None	CSC trained by October 2013 and 2014 Monthly PTSA and CSC meetings	In progress

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			CSC			
Organize a student leadership group to encourage student voice and leadership, with student representatives in every grade participating and partnering with other school groups (i.e. CSC, PTSA, etc.	August 2013 – May 2014	August 2014 – May 2015	Communications Specialist Student leaders Teachers	General Fund - supplies	Student Leadership groups created by Fall 2013 and Fall 2014. Student board of education training August 2013 and 2014	In progress
Host student-led conferences to enhance and increase parent participation in student learning utilizing BOEs.	August 2014 – May 2015	August 2014 – May 2015	Principal, Leadership Team, Teachers	None	Students use personal data folders and set goals by October 2013, and on a quarterly bases. Student-Led conferences hosted by October 2013, and March 2014.	In progress
Host monthly principal coffee talks with parents to discuss programs, parent questions, and upcoming events	September 2013 – May 2014	September 2014 – May 2015	Principal	Title I – Parent Involvement Food	Coffee talks held monthly	In progress
Bi-weekly school tours for future families and community to understand classroom and school culture and provide information on school programming	October 2013 – May 2014	October 2014 – May 2015	Communications Specialist	None		In progress
Utilize a Communications Specialist to maximize connections between the school and its students, families, Collaborative School Committee, local businesses and community partners to ensure that all stakeholders are aware of and engaged in activities that support improvements in student achievement.	July 2013 – May 2014	June 2014 – May 2015	Principal Assistant Principal Communications Specialist	TIG – marketing supplies General Fund – FTE Anticipated supplemental district funds - supplies	Online and email publications weekly. Marketing campaign and materials developed by Fall 2013. ADD I AM A VIKING	In progress
Host regular academic celebrations of student success for the families and	September 2013 –	August 2014 –	Principal, Leadership	General Fund – supplies	Awards ceremonies hosted by January 2014, and May	In progress

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community.	June 2014	June 2015	Team, Teachers, Communications Specialist		2014.	
Provide community oriented activities throughout the year i.e. Trick or Treat Street, Fine Arts Expo, etc.	October 2013 – May 2014	October 2014 – May 2015	Teachers Principal Assistant Principals	None		In progress
Create system to match parent and community volunteers to school needs i.e. Library support, Math help center tutoring, Future Center college essay editing with students, etc.	October 2013 – June 2014		Teachers DSF Advisor Library Secretary Communications Specialist Assistant Principal	None	Math Help Center volunteers established by October 2013 and January 2014 Other volunteers on as need basis	In progress
Facilitate quarterly parent workshops focusing on ways parents can support school goals for student achievement and readiness to learn.	August 2013 – June 2014	August 2014 – June 2015	Communications Specialist Parent Liaison Social Worker Mi Casa Resource Center	Title I - Food	Quarterly workshops in 2013-2014 and 2014-2015	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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Major Improvement Strategy #3: College and Career Readiness: Utilize strategic structures, systems, processes and professional development to support college and career readiness.

Root Cause(s) Addressed: Insufficient and/or inconsistent professional development on school wide strategies to support critical thinking and effective instruction

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

☑ State Accreditation ☐ Title I Focus School ☑ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Academic Systems						
1.1 The school provides and implements rigorous curriculum that is focused, coherent, appropriately challenging and that prepares students for college-level work. How are curricula vertically articulated and aligned to ensure that students are college and career ready before graduation? 1.2 The school assessment measures are used to intentionally inform students and parents about their level of college preparedness. How are you using this information to inform students and their parents of the student's progress towards becoming college and/or career ready? 1.3 The school teaches self-management skills and academic behaviors and expects students to use them. How are you teaching these skills to all students?						
Develop a school wide master schedule and implement structures/systems/pathways that provide students with Honors/AP, concurrent enrollment, and credit recovery options to ensure college readiness and on-track to graduation status with clear benchmarks and curriculum maps.	August 2013 – June 2014	August 2014 – June 2015	Principal Assistant Principal Counselor College Readiness Coordinator	Mill Levy SEI Grant	Schedule created and implemented by Fall 2013 and Fall 2014	In progress
Create systems for recruitment and transition, scheduling, extended time, and provide learning supports and resources for Honors and AP student success.	Aug 2013 - May 2014	Aug 2014 – May 2015	Principal Asst. Principal Counselor College and Career Readiness	$3500 – SEI – supplies and extra pay $10760 – $5000 from SEI and $5760 – No fund Available – Additional Request Needed	AP Committee formed by Sept 2013 and attend quarterly meetings Increase student access to AP and college course with books bought in Aug-Oct 2013	In progress

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			Counselor Honors and AP Teachers		After-school and Saturday support sessions will occur Jan-May 2014 Honors and AP night hosted in Fall 2013 and 2014 AP tutoring implemented by Fall 2013	
Provide professional development and curriculum mapping for teachers to develop Pre-AP, honors, AP courses, and concurrent enrollment to effectively support student acceleration and college readiness.	August 2013 – June 2014	July 2014 – June 2015	Principal Asst. Principals Honors & AP Teachers JFF instructional coach	TIG – Professional Development Registration SEI Grant – substitutes and extra-pay. JFF Grant – concurrent enrollment	Attend Pre-AP and AP training by August 2013 and August 2014 District AP meetings attended JFF coaching - weekly	In progress
Create ACT Prep and AP support classes during and outside the school day	Oct 2013-April 2014 with stipend paid spring 2014	Aug 2013 – April 2015	CCR Coordinator Teachers	$3500 – SEI – extra pay	Thursday Period 8 ACT prep sessions begin by Oct 2013 Saturday ACT prep sessions will occur Jan-April 2014 AP seminars occur quarterly ACT Prep teachers trained by Oct 2013	In progress
Offer AVID for 9th and 10th grade an AAA109 for 11th/12th grade to support student college readiness skills	Sept 2013-May 2014 paid in Dec & May	Sept 2014 – June 2015	AVID teacher College Readiness Coordinator Concurrent Enrollment	$1500 – SEI – registration and books	Course started by Sept 2013 and occurs every Thursday through May 2014 Teacher stipend paid in Dec 2013 and May 2014	In progress

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			teachers Counselor			
Teachers will backwards plan and create AP benchmarks	January 2014 – June 2014	August 2014 – June 2-015	Teachers Principal Assistant Principals	None	Benchmarks established by March 2014	Not begun
Implement a tiered prevention and intervention system for attendance, student behavior, and academic supports and monitoring for on-track to graduation status.	June 2013 – June 2014	Aug 2014 – June 2015	Principal Asst. Principal Prevention & Intervention Team City Year CO Youth for a Change Social Worker	TIG – extra-pay Attendance Grant – supplies, incentives General Fund – social worker full-time and City Year ELO Grant – City Year	Incentives given monthly Saturday School started by October 2013 RJ Attendance Mediation – quarterly RESPECT anti-bullying curriculum started by September 2013	In progress
Create system for student registration and orientation throughout school year.	April 2013 – June 2014	July 2014 – June 2015	Principal Assistant Principals Office Staff Counselor College Readiness Coordinator	General Fund – supplies, extra pay	9th and 11th grade orientation systems developed by August 2013 and May 2014	In progress
Provide access to concurrent enrollment classes such as Math 090/099, Eng 030/060/090/099, AAA109, CU Succeed Classes, EGTC, CCD for Main Campus and Engagement	Aug 2013 – June 2014	Aug 2014 – June 2015	CCR Coordinator, Principals, Counselors	$33,800 – ($22,144 from approved district CE budget and $11,656 – No fund Available – Additional Request Needed) $5000 – No fund Available – Additional Request Needed	Provide CE options for students on IEP for transitions programs each semester	In progress

Social Capital with College & Career Planning

2.1 The school communicates progress toward college and career readiness goals. How do you ensure your families receive this information? How do you recognize progress towards

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post-secondary preparedness?

2.2 The school develops and coordinates intentional partnerships for college and career readiness. Do you intentionally collaborate with district entities to meet College and Career Readiness goals?

2.3 The school shows a commitment to providing professional development around PEPs emphasizing College and Career Readiness. What is the nature of your PD? How are you informing your staff of College and Career Readiness (Faculty meetings, emails, etc.)

Host 9th Grade Orientation to develop incoming freshmen understanding on graduation requirements, PEP plans, and College and Career Readiness foundations.	Aug –Sept 2013	Aug – Sept 2014	Principal College Readiness Coordinator Counselors Teachers	Mill Levy – extra pay and supplies	Host 9th Grade Academy August 2013 and August 2014	In progress
Host 11th Grade Orientation to develop understanding of graduation requirements, PEP plans, and College and Career Readiness foundations and current student data.	Aug –Sept 2013	Aug – Sept 2014	Principal College Readiness Coordinator Counselors Teachers Data partner	None		
BOE system of student tracking their own college and career readiness data and preparation using assessment such as EXPLORE, PLAN, Accuplacer, formative class data, etc.	EXPLORE – October 2013 and Accuplacer in Spring 2014		CCR Coordinator	$5300 - No fund Available – Additional Request Needed	Host BOE Days on Oct, Jan, Mar, May with administration of EXPLORE, PLAN, Pre-ACT in Oct and Accuplacer in Spring	In progress
Provide weekly guidance to Learning Community Mentors on PEPs, Naviance and College and Colorado	Every week in 2013-14	Every week in 2014-2015	CCR Coordinator, counselor, DSF advisor, LC Committee	None	LC Calendar will be set up quarterly for weekly LC lessons	In progress
Partner with Colorado Youth for A Change, YESS Mentoring, City Year, Colorado Uplift, Denver Scholarship Foundation, Goodwill, MiCasa, Americorps and Colorado I Have A	Ongoing 2013-14	Ongoing 2014-15	CCR Coordinator & Partners	None	Quarterly meetings to review services and goals.	In progress

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Dream to provide mentoring and academic support for students.						

College and Career Going Culture

3.1 The school provides students with opportunities to complete PEPs. When and how do you provide opportunities for students to engage in PEP activities?

3.2 The school shows a commitment to developing a comprehensive school-counseling program. How are your building administrators actively supporting the counselors in developing a comprehensive school-counseling program?

3.3 The school engages students, families, and the community in the college and career readiness process. How does your school engage students & their families with intentionality?

3.4 The school develops a comprehensive approach to partnering with pre-collegiate programs. How does your school engage pre-collegiate programs with intentionality?

3.5 The school systematically collects and analyzes college and career related data. How are you reviewing and using data to improve your College and Career Readiness programs?

Host College Trips	Host two trip in Fall 2013 and 4 trips in Spring 2014	Host two trip in Fall 2014 and 4 trips in Spring 2015	CCR Coordinator, Counselors, DSF Advisor	$1500 - No fund Available – Additional Request Needed	Host two in the fall and three in the spring	In progress
Host College & career Readiness Day	April 2014	April 2015	CCR Coordinator, Counselors, DSF Advisor & Partners	$500 - No fund Available – Additional Request Needed	Convene planning committee in January and host in April	In progress
Host Career Fair with Career Clusters with all students	October 2013	October 2014	College Readiness Coordinator Counselors Community Partners	SEI Grant – supplies General Fund – FTE Anticipated supplemental district funds.	Host Career Fair Spring 2014.	In progress
Create time and schedule for Counselors to deliver PEP lessons	Weekly in Aug 2013-May 2014	Weekly in Aug 2014-May 2015	CCR Coordinator, Counselors, DSF Advisor	None	Develop calendar on quarterly basis	In progress
Host parent events in partnership with DSF, CCD, and Counselors to provided training on College &	Host two in Fall 2013 and three	Host two in Fall 2014 and	CCR Coordinator, Counselors,	None	Host two in the fall and three in the spring	In progress

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Career Readiness.	in Spring 2014	three in Spring 2015	DSF Advisor			
Host activity fairs to increase student engagement in activities and athletics	Host quarterly Aug, Oct, Jan, Mar	Host quarterly Aug, Oct, Jan, Mar	Asst. Principal of Athletics and Activities	None	Host quarterly.	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:
- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)

For Schools with a Tiered Intervention Grant (TIG) that Selected a Transformation Model.
Schools that participate in the Tiered Intervention Grant and selected the Transformation Model must use this form to document grant requirements. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through descriptions of the requirements or a cross-walk of the grant program elements in the UIP.

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Describe how the LEA has granted the school sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.	Required TIG Addendum	*Denver Public Schools has supported North in staffing, by providing Human Resources support staff to implement a rigorous evaluation system that monitor effective classroom instruction. Through this system decisions were made to dismiss or "counsel out" ineffective staff. Turnover rate for certificated staff was 38% in 2011-12.* *North followed the traditional DPS secondary calendar with modifications and extended learning time designed within that structure to support students' academic success. North participated in training from the National Center Time and Learning (NCTL). A large component of the academic needs identified were a need to increase time in Language Arts, Math, and system for leveled reading intervention; and a structure for grade level teams to be able to appropriately intervene when needed and*

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		keep students on track to graduate.
		▪ *Maximizing learning time in Language Arts, Mathematics, and Reading Intervention within the school day.* 　○ *9th grade will increase core instructional time from 50 minute classes to 70 minute classes daily. In 2011-12, students have three electives. In 2012-13 school year, non-academic and enrichment time will decrease to provide more minutes of core and reading instruction. All students who are PP-M or lower will take a reading intervention class and only one elective.* 　○ *10th grade students will all have 100 minutes of Language Arts and Mathematics and all students who are PP-M or lower will take a reading intervention class and only one elective.* ▪ *Time will be used more effectively for core instruction, acceleration, and intervention.* 　○ *In 2012-13,North will now be able to provide Language Arts, Math and Honors classes with 70-100 minutes daily, and decrease from 8 periods to 6 periods for 9th and 10th grades to allow for a more time spent on instruction and decreasing passing periods.* *Budgets were developed, revised and approved by the Denver Public Schools. A majority of the funding went to improving classroom instruction through multiple professional development trainings, providing academic supports for students who are below grade level, employing instructional coaches to assist classroom teachers in strengthening the core curriculum, and the use of technology in the classrooms. Additional social/emotional supports were put in place.* *Data Narrative: pg. 5* *Action Plan, MIS#1: pgs. 37-41*
Describe how the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school	Section IV: Action Plan (p. 10) or Required TIG	*Denver Public Schools has divided up schools by region and status to create the West Denver Network. This network includes an Executive Director and Deputy Director which supervises the principal and school. Additional supports include the network's school improvement specialist and data*

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turnaround organization or an EMO).	Addendum	*specialist, along with a Turnaround Manager and assistance from a budget liaison who monitors budget expenditures and allocations. These individuals have been instrumental in assisting North in developing a targeted, measureable UIP. Weekly meetings occur during the development of the UIP and accountability structures. Then monthly meetings to follow up on the accountability worksheets and other technical assistance. These individuals are on constant on-call for questions, and assistance throughout the school year.* *Action Plan, MIS#1: pg. 37* *Action Plan, MIS#2: pg. 43* *Action Plan, MIS#3: pg. 46*
Describe the process for replacing the principal who led the school prior to commencement of the transformation model (e.g., use of competencies to hire new principal).	Section IV: Action Plan (p. 10)	*The principal was not replaced prior to the commencement of the transformation model. The principal was replaced in year two of the transformation plan by a principal with proven track record of turning around a low performing feeder middle school.*
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) take into account data on student growth as a significant factor as well as other factors (e.g., multiple observation-based assessments) and (2) are designed and developed with teacher and principal involvement.	Section IV: Action Plan (p. 10) or Required TIG Addendum	*District development of the comprehensive evaluation system in conjunction with multiple stakeholder that provide evaluations that are transparent, objective and complete, uses multiple measures, including peer observation and student achievement data, and links to differentiated professional development.* *Action Plan, MIS#1: pg. 37-39*
Describe the process for Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Include how staff who have not improved their professional practice, after ample opportunities have been provided, are identified and removed.	Section IV: Action Plan (p. 10) or Required TIG Addendum	*The district has designed a comprehensive incentive program for teachers and educational leaders. This ProComp system provides schoolwide and individual teacher incentives in areas such as school performance and growth, student growth, earning advanced degrees/professional-development units, tuition reimbursement, and serving in hard-to-staff schools. Several of these incentives are base-building in terms of salary.* *North does include several strategic celebrations for staff, students, and parents to highlight academic achievement.*

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		District development of the comprehensive evaluation system in conjunction with multiple stakeholder that provide evaluations that are transparent, objective and complete, uses multiple measures, including peer observation and student achievement data, and links to differentiated professional development. This evaluation system includes specific feedback to educators on their practice and outlines supports needed to improve their practice. If teachers do not meet the standards of the evaluation process, North follows the district protocols on providing additional supports and recommendation for dismissal if necessary. *Action Plan, MIS#1: pg. 40*

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Section IV: Action Plan (p. 10)	*For the past two years, North has worked collaboratively with the Public Education Business Coalition to create, design, facilitate, specific and targeted professional development to build instructional capacity within the school. Their assistance has intensified through time in order to build capacity of the educational leaders (administration and classroom teachers) to eventually provide long term sustainability. Their collaborative work with administration is grounded in teacher and student data.* *Action Plan, MIS#1: p.39-40*
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	Section IV: Action Plan (p. 10)	*District development of the comprehensive evaluation system in conjunction with multiple stakeholder that provide evaluations that are transparent, objective and complete, uses multiple measures, including peer observation and student achievement data, and links to differentiated professional development.* *Action Plan, MIS#1: p.40*
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State	Section III: Data Narrative (p. 7) and Section IV: Action Plan (p. 10)	*North uses the DPS curriculum which has been carefully chosen to be vertically aligned, and aligned with the Common Core Standards and the Colorado State*

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academic standards;		*Standards. Some of the curriculum used by North are:* *SpringBoard curriculum from the College Board* *Wilson, Rewards* *Language!* *Lexia* *Spellography* *6 Minute Solution* *Guided Reading* *Connected Mathematics Project (CMP)* *Action Plan, MIS#1: pgs. 37-41*
Describe the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Section IV: Interim Measures on Target Setting Form (p. 9) and Action Plan (p. 10)	*North has designed and refined assessment analysis systems that include both formative and summative pieces of data (TCAP, district interims, content assessments, reading assessments, and teachers' student Bodies Of Evidence data).This data has been used to implement targeted intervention: curriculum, courses, tutoring, grade level teaming, students' placement in courses, master schedule creation, and design of instructor professional development.* *Action Plan, MIS#1: pgs. 38-42* *Action Plan, MIS#2: pg. 44* *Action Plan, MIS#3: pgs. 48-49*

Establish schedules and implement strategies that provide increased learning time.	Section IV: Action Plan (p. 10)	▪ *Maximizing learning time in Language Arts, Mathematics, and Reading Intervention within the school day.*
		   ○ *9th grade will increase core instructional time from 50 minute classes to 70 minute classes daily. In 2011-12, students have three electives. In 2012-13 school year, non-academic and enrichment time will decrease to provide more minutes of core and reading instruction. All students who are PP-M or lower will take a reading intervention class and only one elective.*
		   ○ *10th grade students will all have 100 minutes of Language Arts and Mathematics and all students who are PP-M or lower will take a reading intervention class and only one elective.*

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		- *Time will be used more effectively for core instruction, acceleration, and intervention.* o *In 2012-13, North will now be able to provide Language Arts, Math and Honors classes with 70-100 minutes daily, and decrease from 8 periods to 6 periods for 9th and 10th grades to allow for a more time spent on instruction and decreasing passing periods.* *Action Plan, MIS#1: pgs. 37-39* *Action Plan, MIS#3: pgs. 46-48*
Provide ongoing mechanisms for family and community engagement.	Section IV: Action Plan (p. 10)	*North has hired communication specialist, Student Success Coordinator, and a Family Liaison to maximize connections between the school and its students, families, Collaborative School Committee, local businesses and community partners to ensure that all stakeholders are aware of and engaged in dramatic improvements in student achievement.* *Action Plan, MIS#3: pgs. 43-45*

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