

cde Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 7045 School Name: PLACE BRIDGE ACADEMY SPF Year: 2012 Accountable by: 1 Year

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 7045 School Name: PLACE BRIDGE ACADEMY SPF Year: 2012 Accountable by: 1 Year

**Section I: Summary Information about the School**

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

**Student Performance Measures for State and Federal Accountability**

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	71.65%	71.43%	-	35.56%	30.92%	-	Overall Rating for Academic Achievement: <b>Does Not Meet</b> * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	-	45.99%	22.9%	-	
		W	53.52%	57.77%	-	28.92%	26.72%	-	
		S	47.53%	48%	-	25.69%	28%	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: <b>Meets</b> * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	70	73	-	67	53	-	
		M	77	97	-	73	64	-	
		W	73	85	-	64	64	-	
ELP	43	51	-	69	73	-			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>		<p>Elementary</p> <p>ELL – Approaching</p> <p>FRL – Meets</p> <p>Minority – Approaching</p> <p>Middle School</p> <p>ELL- Approaching</p> <p>FRL – Meets</p> <p>Minority – Does Not Meet</p>	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center; color: blue;">Meets</p>	
	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>			-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</p>
<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>			-		
<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	-	-	-		
<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	-	-	-		

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### Accountability Status and Requirements for Improvement Plan

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

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## Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

### Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Title III Awarded 3/12 (\$20,000) Read to Achieve 2010 (\$250,000) Lights on After School 8/12 (\$27,000)
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

### Improvement Plan Information

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

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Brenda Kazin, Principal
	Email	brenda_kazin@dpsk12.org
	Phone	720.424.0964
	Mailing Address	7125 Cherry Creek Drive North, Denver, CO 80224
2	Name and Title	Annette Garcia, Math/Science Facilitator
	Email	annette_garcia@dpsk12.org
	Phone	720.424.0965
	Mailing Address	7125 Cherry Creek Drive North, Denver, CO 80224

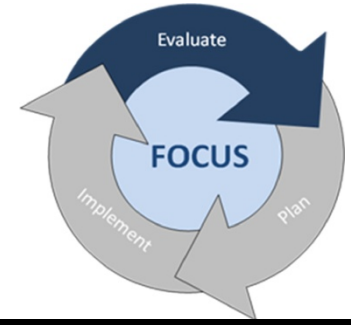
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### Section III: Narrative on Data Analysis and Root Cause Identification

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

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

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



Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading – Elementary Reading Proficient and Advanced will increase from 26% to 34%  Middle School Reading Proficient and Advanced will increase from 29% to 35%	Reading Elementary Target Met; P/A increase by 8% to 34%; at Target  Middle School Target Not Met; P/A increase by 1% to 30%; -4% from Target	Reading While there was significant growth in reading, the targets were not met. Possible reasons for this could be that teachers were just learning new strategies and the monthly progress monitoring was new. Teachers were still learning to find and use the data to inform instruction.
	Math – Elementary Math Proficient and Advanced will increase from 33% to 39%  Middle School Math will increase from 19% to 23%	Math Elementary Target Met and Exceeded; P/A increase by 9% to 42%; +3% from Target  Middle School Target Not Met; P/A increase by 2% to 21%; -2% from Target	Math Meeting the elementary target and moving toward middle school target are attributed to: <ul style="list-style-type: none"> <li>• Progress monitoring of math facts mastery for all students</li> <li>• Use of Star Math to progress monitor students and target interventions</li> <li>• Monthly practice of writing short constructed responses</li> </ul>

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Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>Writing -Elementary Writing Proficient and Advanced will increase from 20% to 24%</p> <p>Middle School Writing Proficient and Advanced will increase from 23% to 28%</p>	<p>Writing</p> <p>Elementary Target Met and Exceeded; P/A increase by 7% to 27%; +3% from Target</p> <p>Middle School Target Not Met; P/A increase by 3% to 26%, -2% from Target</p>	<p>Writing</p> <p>Last year, the focus was on reading, not writing because we had focused on writing the year before. Since all targets were not met, this was obviously a mistake. This year, our focus in literacy will be on both reading and writing.</p>
Academic Growth			
Academic Growth Gaps			
Post Secondary Readiness			

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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.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																															
Academic Achievement (Status)	<p>Reading TCAP Percentage of Students Scoring Proficient or Advanced by Grade Level</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Grade</th> <th>08-09</th> <th>09-10</th> <th>10-11</th> <th>11-12</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>30 %</td> <td>20 %</td> <td>20 %</td> <td>29 %</td> </tr> <tr> <td>4</td> <td>15 %</td> <td>23 %</td> <td>26 %</td> <td>29 %</td> </tr> <tr> <td>5</td> <td>28 %</td> <td>30 %</td> <td>31 %</td> <td>41 %</td> </tr> <tr> <td>6</td> <td>30 %</td> <td>27 %</td> <td>29 %</td> <td>32 %</td> </tr> <tr> <td>7</td> <td>31 %</td> <td>29 %</td> <td>25 %</td> <td>23 %</td> </tr> <tr> <td>8</td> <td>32 %</td> <td>45 %</td> <td>32 %</td> <td>35 %</td> </tr> </tbody> </table> <p>Reading Overall 2009/ 27%; 2010/ 28%; 2011/ 27%; 2012/ 32%</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Reading</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Grades 3 - 5</td> <td>26%</td> <td>25%</td> <td>34%</td> </tr> <tr> <td>Grades 6 - 8</td> <td>28%</td> <td>32%</td> <td>30%</td> </tr> </tbody> </table>	Grade	08-09	09-10	10-11	11-12	3	30 %	20 %	20 %	29 %	4	15 %	23 %	26 %	29 %	5	28 %	30 %	31 %	41 %	6	30 %	27 %	29 %	32 %	7	31 %	29 %	25 %	23 %	8	32 %	45 %	32 %	35 %	Reading	2010	2011	2012	Grades 3 - 5	26%	25%	34%	Grades 6 - 8	28%	32%	30%	<p>Elementary Reading Place Bridge Academy has performance below state expectations on TCAP by 16 percentage points in Reading.</p> <p>Middle School Reading Place Bridge Academy has performance below state expectations on TCAP by 20 percentage points in Reading.</p>	<p>At the elementary level, differentiation is stronger than at the middle school level, but is still not meeting the needs of all students.</p> <p>Core classroom instruction at the middle school level is not meeting the needs of students who require increased differentiation, while maintaining fidelity to the curriculum, in order to achieve academic proficiency.</p>
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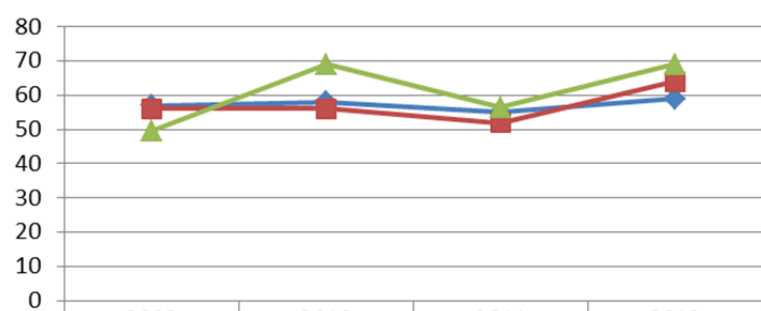
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	<p>For Reading, Writing and Math the percentage of students who are Proficient or Advanced is less in Middle School grades than in Elementary Grades by composite measures: TCAP/CSAP, CoALT, CSAPA, Lectura, Escritura.</p> <p>For Reading, Writing and Math, the CSAP/TCAP data for the past 4 school years indicates a decrease or no change for Proficient and Advanced scores as each cohort of students' transitions from grade 5 to grade 6.</p> <p>For each of the last 4 years, the percentage of students who have scored P/A in Writing has been less than the percentages for both Reading and Math. In 2012 for the subject area, Science, in which a writing strategy was directly taught and progress monitored, P/A percentages increased significantly.</p> <p>School Performance Framework data for the past 4 years indicates that as Elementary growth is consistently and significantly increasing, Middle School growth is consistently decreasing; as Elementary Status has increased, Middle School status has decreased.</p> <p>Even though the School Results for 2012 show that Place Bridge Academy overall "Meets" Academic Growth standards, the school does not meet Academic Achievement Status standards. For both, Growth and Status standards, the school is not meeting federal and state expectations.</p>		

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	<p>Our students have immigrated to the United States, often under extreme conditions. Many of our students and their families face acculturation and language issues each day.</p> <p>Over 95% of our student population receives free/reduced price meals – and actually 90% of our students receive free meals each day. In 2011-2012, a program in which a fruit or vegetable snack was provided to each student every school day was initiated. Anecdotal evidence rather than numerical data supports that this may have supported increases in achievement.</p> <p>As a school, the physical, emotional and social health services that we have been able to offer to our students and to their families has steadily increased. It is the increase in these services and the support that they have provided that in part accounts for the school's increase in academic growth.</p>	<p>The social, emotional and physical issues the children and their families face impact student achievement.</p>	<p>Children who are hungry, ill, or emotionally fragile struggle to succeed academically.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
Academic Growth	<div style="text-align: center;"> <h3>MGP by Content Area</h3>  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>57</td> <td>58</td> <td>55</td> <td>59</td> </tr> <tr> <td>Writing</td> <td>56</td> <td>56</td> <td>52</td> <td>64</td> </tr> <tr> <td>Math</td> <td>49.5</td> <td>69</td> <td>56.5</td> <td>69</td> </tr> </tbody> </table> </div> <p>Reading Growth decreased in 2011, then increased in 2012; surpassing its original level and meeting the district expectation of 50.</p> <p>Math Growth declined in 2011, then increased in 2012 to the level seen in 2010 (69) which exceeds the district expectation of 50.</p> <p>Writing Growth declined in 2011, then increased in 2012, surpassing its original level and meeting the district expectation of 50.</p>		2009	2010	2011	2012	Reading	57	58	55	59	Writing	56	56	52	64	Math	49.5	69	56.5	69		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>In Reading and Writing ELL students are actually showing a greater MGP than non-ELL students. In Math, there is no difference.</p> <p>In Reading, Math and Writing, FRL students are showing greater growth than Non-FRL students. However as Non-FRL students represent less than 5% of our student population, this may not be significant.</p> <p>In Reading, Math and Writing, our School SPED population is showing greater growth than the State SPED population.</p>		
Post Secondary & Workforce Readiness			







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### Data Narrative for School

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

### Data Narrative for School

<p><b>Description of School Setting and Process for Data Analysis:</b> 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).</p>		<p><b>Review Current Performance:</b> Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>		<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p><b>Root Cause Analysis</b> 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.</p>
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### *Narrative:*

#### Description of School Setting and Process for Data Analysis:

Place Bridge Academy was established in 2008 as the Denver Public Schools K-8 Magnet School for refugee children. The original projected enrollment for the school was 725 students. Currently, over 1,000 students are enrolled and the school has added a pre-school program. The students represent over 60 different home countries and speak a total of 45 different languages.

Educating children who have immigrated to America as refugees requires many programs that are not typical of other schools. Many of the children, even at the upper grades, have had no formal schooling in their home country. In order to meet the needs of these children, there are leveled classes to develop the children's basic school skills and English language abilities. Many of the children are recovering from traumatic experiences in their home countries or the refugee camps. In order to assist with the social/emotional development of these children, the school has instituted several partnerships with outside counseling agencies so that the children and their families have access to quality counseling services. As 80% of the students speak English as a second or third language, all of the teachers have been trained in the instructional strategies which are most effective with English Language Learners.

As the students represent such a variety of home countries and cultures (some of which are in conflict with others), it is essential that the school have some system of acculturation and establishing norms for school conduct. To accomplish this, the school has instituted the BRIDGE (Belonging, Respect, Integrity, Diversity, Generosity, and Effort) WAY of behaviors. All adults emphasize the importance of these values as guiding school behaviors and interactions, and the students are all familiar with the expectations of the Bridge Way.

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The 2012-2013 UIP process began with an examination of the school data – on October 2, 2012 by the Principal, Brenda Kazin; both Assistant Principals, Ken Hansen and Roma Pitt; the Humanities Facilitator, Rhonda Mizeur; the Math/Science Facilitator, Annette Garcia; and Lia Ridley, the ELA Facilitator. The team considered all the data included here, as well as achievement data for all individual students, data for disaggregated identifiable groups and data for individual teachers. Anecdotal achievement information was also discussed and considered. The principal and assistant principal discussed the input suggested by parents at parent meetings. After a deep data analysis, brainstorming identified several possible “major improvement strategies”. Each was carefully considered and discussed by the team. The team settled on 3 improvement strategies:

- Increase academic differentiation in UA classrooms while maintaining fidelity to the curriculum in Reading, Writing and Math in order to increase academic proficiency.
- Improve academic instruction by focusing on High Impact Instructional Moves – ECE-8<sup>th</sup>
- Develop and Implement programs/systems to better meet the, social, emotional, and physical needs of our students

Consensus was that based on the strategies of the previous UIP, as well as other DPS and school initiatives, these would increase achievement.

On October 2, 2012, the Facilitators then presented the improvement strategies to the School Leadership Team (which includes representatives from every subject area and grade) for approval as well as for identification of Action Steps which would ensure the full implementation of the achievement strategies. This information was taken back to the administrative team for further critique and revision. Based on this information, the UIP was written and then reviewed again by the building administrative team and the DPS Instructional Superintendent.

### Current Performance

The DPS School Performance Framework for 2011- 2012 shows Place Bridge Academy “Meets Expectations”. Using the former UIP as a guide for decisions and strategic implementation of initiatives helped the school staff to reach this level. The success of some of these initiatives, both long-term and isolated has provided the motivation to become a “Distinguished” school. This UIP is written with that goal in mind..

In terms of Growth, there are some discrepancies in student performance when the data is disaggregated.

- Reading and Math Mean Growth Percentiles are increasing for ethnicities except White and Native American. Writing MGP is increasing for “white” students.
- For Reading, Writing and Math, the Place Bridge Academy MGP for special education students is greater than that of the state.
- For Math and Writing, ELL and Non ELL students are making similar gains as shown by their MGP.
- Reading shows a decrease in MGP for grades 7 and 8; Writing shows a decrease in MGP for grade 8.

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In terms of Status, there are some discrepancies in student performance when the data is disaggregated.

- For Reading, Math and Writing ELL and FRL scores were less than Non ELL and Non FRL scores.
- Grade 7 Reading status is consistently decreasing and Grade 8 Math status is decreasing.
- Reading, Writing and Math Status increased for all Minorities from 2011 to 2012.

### Trend Analysis

When the school data is considered as a body of evidence, there are several trends that are apparent:

- There is a discrepancy between student performance at the Elementary and Middle School levels. Students at the Elementary Level are scoring Proficient/Advanced in Reading and Math in greater numbers than in Middle School.
- Looking at cohorts of students as they transition from grade 5 to grade 6 shows a decrease in P/A percentages. This decrease is particularly extreme for Math.
- For both the Elementary and the Middle School, the SPF Growth Stoplight for ELL is “Approaching”. For both levels, the FRL Stoplight is “Meets”. However, for Minority students, the Elementary Stoplight is “Approaching” and the Middle School Stoplight is “Does Not Meet”. In 2011, this Stoplight showed the same rating.
- Although Reading and Math P/A percentages are showing increases from year to year for the school overall, Writing scores are only at 26% P/A.

The leadership team has examined this data in terms of the operation of the entire school in past years, and established Priority Performance Challenges and identified Root Causes that can and should be addressed.

### Priority Performance Challenges and Root Cause Analysis:

On September 25, 2012, the School Leadership Team examined the UIP Achievement and Growth data as this provided a visual representation of our school trends data across content areas and sub-groups. We captured our observations, applied the criteria of “endurance”, “leverage”, and “necessity” and began the process of formulating and agreeing on the priority performance challenges described here.

Elementary:

Place Bridge Academy has performance below state expectations on TCAP by 16 percentage points in Reading.

Place Bridge Academy has performance below state expectations on TCAP by 8 percentage points in Math.

Place Bridge Academy has performance below state expectations on TCAP by 21 percentage points in Math.

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Middle School:

Place Bridge Academy has performance below state expectations on TCAP by 20 percentage points in Reading.

Place Bridge Academy has performance below state expectations on TCAP by 13 percentage points in Writing.

Place Bridge Academy has performance below state expectations on TCAP by 14 percentage points in Writing.

Although there are many areas of success in Middle School achievement, there are identifiable areas of weakness. Classroom observations and other information indicate that teachers at this level are not as familiar with implementing differentiation strategies as teachers are at the Elementary level. The students are not much different in their need for this type of instruction; however the practice of secondary teachers does not include strategies such as “centers” and “skill groups”. Therefore, as a school, we should make a concerted effort to increase the potential and the practice of secondary teachers to differentiate instruction in their classrooms. This will increase the retention of teachers who are familiar with our students and who have established relationships with them while increasing their instructional capabilities.

More than 80% of our students are English Language Learners; and multiple languages are spoken. In order to decrease the achievement gaps for all students and minority students in particular, we should as a staff increase our strategic implementation of high impact instructional moves into classroom practice. We cannot afford to spend time applying ineffective strategies. We must rely on those practices which have been researched and identified as those which effectively drive instruction and achievement. In particular, these strategies must be applied to writing instruction across the curriculum. As a school, we have implemented strategies to assist teachers in guiding students to increased writing achievement. The data reflects that this should be done more aggressively. We should institute a writing program school wide that is rigorous and strategic and that will become a consistent model throughout the school.

Our students have been, and are, impacted by many personal and family circumstances that may not be apparent in other schools. Family income may impact the overall physical health of our students. Nutrition and safe play are issues known to us. Health and dental care needs impact attendance and concentration. The experiences which have led to a family’s emigration, may still be affecting a child’s mental health. Children feel stress in their families. Relocation, a new language, a challenging culture all can create difficult situations for children. As a school, we have consistently worked to address the physical, mental and social/emotional barriers to learning that students may have. Nonetheless, anecdotal evidence and inference from the data indicates that increased effort in these areas will increase student achievement and success.

The administrative teams of many schools consider physical, social and emotional support for students well beyond their sphere of influence. However, we believe that all of these issues can negatively impact children’s’ ability to learn - they cannot be ignored. It would be unconscionable (and ineffective) for us to attempt to educate our children and remain purposefully blind to the obstacles they face. The growth data for all years the school has been open show the wisdom of strategically supporting the overall wellness of children and their families. The opening of the Denver Health Clinic at Place Bridge Academy has been extremely successful and has already impacted and supported attendance. The school year 2012-2013 will be the pilot year for this program. Utilization and effectiveness data will be collected throughout the year and used to modify the programs offered by the clinic and potentially, expand services.

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Finally, as a staff we identified the following root causes:

- At the elementary level, differentiation is stronger than at the middle school level, but is still not meeting the needs of all students.
- Core classroom instruction at the middle school level is not meeting the needs of students who require increased differentiation, while maintaining fidelity to the curriculum, in order to achieve academic proficiency.
- Children who are hungry, ill, or emotionally fragile struggle to succeed academically.
- We are not consistently using High Impact Instructional Moves, particularly those in core academic areas, to the degree necessary to move students to Proficient/Advanced

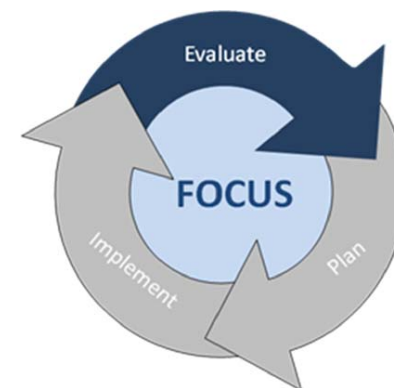
#### Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

##### School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Place Bridge Academy has performance below state expectations on TCAP by 16 percentage points (Grades 3-5) and 20 percentage points (Grades 6-8) in Reading.	Elementary Reading P/A will increase from 34% to 41% Middle School Reading P/A will increase from 30% to 41%	Elementary Reading P/A will increase from 41% to 49% Middle School Reading P/A will increase from 42% to 49%	Reading Interims, STAR Enterprise & STAR Early Literacy, monthly progress monitoring	Increase academic differentiation in UA classrooms while maintaining fidelity to the curriculum in Reading, Writing and Math in order to increase academic proficiency.  Improve academic instruction by focusing on High Impact Instructional Moves – ECE-8 <sup>th</sup>
		M	Place Bridge Academy has performance below state expectations on TCAP by 8 percentage points (Grades 3-5) and 21 percentage points (Grades 6-8) in Math.	Elementary Math P/A will increase from 42% to 46% Middle School Math P/A will increase from 21% to 28%	Elementary Math P/A will increase from 46% to 53% Middle School Math P/A will increase from 28% to 32%	Math Interims, STAR Math Unit tests in Everyday Math. CMP Unit Assessments & Ascend Math monitored monthly in middle school	
		W	Place Bridge Academy has performance below state expectations on TCAP by 13 percentage points (Grades 3-5) and 14 percentage points (Grades 6-8) in Writing.	Elementary Writing P/A will increase from 27% to 28% Middle School Writing P/A will increase from 26% to 33%	Elementary Writing P/A will increase from 28% to 32% Middle School Writing P/A will increase from 33% to 39%	Writing Interim, monthly writing prompts measured on CDE rubric	
		S		Elementary Science P/A will increase from 22% to 28%	Elementary Science P/A will increase from 28% to 35%	Monthly progress monitoring in grades 5-8 measuring student ability to write	

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				Middle School Science P/A will increase from 28% to 29%	Middle School Science P/A will increase from 29% to 34%	claims, evidence and reasoning statements.	
			The social, emotional and physical issues the children and their families face impact student achievement.				Develop and Implement programs/systems to better meet the, social, emotional, and physical needs of our students
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)						
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					

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### Action Planning Form for 2012-13 and 2013-14

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

**Major Improvement Strategy #1:** Increase academic differentiation in UA classrooms while maintaining fidelity to the curriculum in Reading, Writing and Math in order to increase academic proficiency.

#### Root Cause(s) Addressed:

\*At the elementary level, differentiation is stronger than at the middle school level, but is still not meeting the needs of all students.

\*Core classroom instruction at the middle school level is not meeting the needs of students who require increased differentiation, while maintaining fidelity to the curriculum, in order to achieve academic proficiency.

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

- School Plan under State Accountability     
  Title I School-wide or Targeted Assistance plan requirements     
  Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)   
  Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Professional Development for Middle School Core teachers to support both the increased application of differentiation strategies in the classroom and maintenance of fidelity to the curriculum <ul style="list-style-type: none"> <li>Use of designated relief days for teachers to:               <ol style="list-style-type: none"> <li>Observe other teachers who successfully apply differentiation strategies in the classroom;</li> <li>Develop lesson plans which incorporate strategies applicable to their own classrooms and students;</li> </ol> </li> </ul>	Monthly September 2012 through May 2013  Monthly September 2013 through May 2014	Humanities Facilitator Math/Science Facilitator Principal Assistant Principals Middle School Literacy, Math, Science and Social Studies teachers	DPS relief team funds for substitute teachers.	Monthly reports to appropriate facilitator from teachers describing what they have observed. Monthly lesson plans reflecting application of differentiation strategies.	In Progress



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<p>3. Revise their lesson plans and differentiation strategies based on feedback from observers and student data.</p> <ul style="list-style-type: none"> <li>Teachers will attend the nine differentiation professional development sessions offered during formal PD times.</li> </ul>			None	Attendance records for all nine differentiation strategy meetings.	
<p>Middle School teachers will increase the implementation of differentiation strategies in Core instruction.</p> <ul style="list-style-type: none"> <li>Literacy teachers will use the principles of designing effective guided reading groups to group students based on proficiency and skills.</li> <li>Literacy teachers will progress monitor and provide differentiated instruction in order for all students to master the use of basic sight words.</li> <li>Math teachers will designate each Monday as a day to emphasize differentiation in their classrooms; all instruction will be adjusted in order to meet the needs of individual and small groups of students. The goal is to increase student skills and comprehension so that each student can access the curriculum and be successful.</li> </ul>	School Year 2012-2013	Humanities Facilitator	None	Data analysis (STAR Reading, AR, STAR Math and Interim) after testing windows with appropriate facilitator.	In Progress
	School Year 2013-2014	Math/Science Facilitator  Principal Assistant Principals  Middle School Literacy and Math teachers		Weekly observations of classes by appropriate facilitator.  Weekly feedback to teachers by appropriate facilitator.	
<p>School administration will use student assessment data to determine an appropriate intervention class for all students who are not proficient or advanced in one or more subject areas. The particular subject area class will be determined on a priority basis: 1. Literacy, 2. ELD, 3. Math, 4. Science.</p>	School Year 2012-2013	Principal Assistant Principals Humanities Facilitator	None	Facilitator participation in student data analysis in preparation for the start of each trimester.	In Progress
	School Year 2013-2014	Math/Science Facilitator Classroom teachers		Principal review of ongoing analysis of student data throughout each trimester by school administration.	

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Major Improvement Strategy #2: Improve academic instruction by focusing on High Impact Instructional Moves – ECE-8<sup>th</sup>

Root Cause(s) Addressed: We are not consistently using High Impact Instructional Moves, particularly those in core academic areas, to the degree necessary to move students to Proficient/Advanced.

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

- School Plan under State Accountability     
  Title I School-wide or Targeted Assistance Plan requirements     
  Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)   
  Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Professional Development for the High Impact Instructional Moves model incorporated into the LEAP framework: <ul style="list-style-type: none"> <li>E-Instruction Pulse clickers training for 18 teachers</li> <li>Professional development for teachers in the areas of differentiation, content/language objectives, cooperation and communication both formally and embedded in mandatory conferences with ELA coordinator.</li> <li>Professional development for all paraprofessionals which includes: Differences between BICS and CALP and methods to increase students' use of CALP in school and the classrooms. Stages of Language Acquisition and using these to identify students' academic needs: Instructional strategies that support vocabulary Development. Accountable talk so that students get to speak with each other as well.</li> </ul>	School Year 2012-2013  School Year 2013-2014	Humanities Facilitator Math/Science Facilitator ELA Facilitator  PBA Instructional Staff with expertise in identified areas	None	SLT review of evaluation of individual Professional Development sessions by all participants to determine the impact of the session and modify to improve outcomes as needed.  Once per year, school wide evaluation of the Action Step to determine areas for change, and areas of success	In Progress

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<p>Increased implementation of the use of High Impact Instructional Moves in the Classroom:</p> <ul style="list-style-type: none"> <li>• Use of 13 more classroom sets of e-Instruction Pulse clickers to support immediate feedback to students in the classroom.</li> <li>• School wide PDU offered to all teachers which is based on the High Impact Instructional Move focus chosen by each teacher for their PGP. The menu of PDU offerings will allow teachers to study a High Impact Instructional Move focus, demonstrate implementation in the classroom, and assess its impact on student achievement.</li> </ul>	<p>School Year 2012-2013</p> <p>School Year 2013-2014</p>	<p>Humanities Facilitator Math/Science Facilitator</p> <p>Teacher Leaders</p>	<p>None</p>	<p>Mid- year survey of clicker use by teachers (compiled and collated by Facilitators).</p> <p>Each participant will check in with Math/Science Facilitator (who coordinates school PDU efforts) at a designated point in their individual PDU process.</p>	<p>In Progress</p>
<p>Implementation of a school wide writing model and scaffolding expectations to support student communication through staff professional development and observations supporting LEAP framework indicator 1.8; additional support through progress monitoring of student writing samples on a monthly basis.</p>	<p>School Year 2012-2013</p> <p>School Year 2013-2014</p>	<p>Humanities Facilitator Math/Science Facilitator ELA Facilitator Teacher Leaders</p>	<p>None</p>	<p>Monthly collection of student work samples by appropriate facilitator.</p>	<p>In Progress</p>

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Major Improvement Strategy #3 :Develop and Implement programs/systems to better meet the, social, emotional, and physical needs of our students in order to increase academic success.

Root Cause(s) Addressed: Children who are hungry, ill, or emotionally fragile struggle to succeed academically.

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

- School Plan under State Accountability     
  Title I School wide or Targeted Assistance plan requirements     
  Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)   
  Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Continued implementation and assessment of the effectiveness of school wide programs which support the physical, social and emotional health of students.	Continuous implementation School year 2012-2013 and 2013-2014 Assessment-Spring of 2013 Assessment – Spring of 2014	School Administration and Health/Wellness teams		SLT review of assessments.	In Progress
Pediatric health services to be offered at the on-site Denver Health Center at Place Bridge Academy.	Continuous implementation School year 2012-2013 and 2013-2014 Assessment-Spring of 2013 Assessment – Spring of 2014	School Administration, Health/Wellness teams and the Health Center Staff	Partnership DPS and Denver Health	Accounting of services provided monthly	In Progress
Inclusion of a determination of physical, social, emotional health issues/concerns during the RtI	Continuous implementation School	Appropriate Health/Wellness team	None	Meeting notes and student file documents	In Progress

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process for individual students.	year 2012-2013 and 2013-2014	representatives, administration, classroom teachers			
<p>Increased support for an increase of “protective” factors” and a decrease of “risk factors” that are in the school domain as identified by the Healthy Kids Survey and our students’ response to the survey. Specifically:</p> <ul style="list-style-type: none"> <li>• Substance abuse prevention</li> <li>• Symptoms of depression and treatment resources</li> </ul>	<p>Substance Abuse Development of program in January and February 2013; implementation and evaluation April 2013.</p> <p>Revision of program in February 2014; implementation and evaluation April 2014.</p> <p>Depression Development of program in January – April 2013;; implementation and evaluation May 2013</p> <p>Revision of program in April 2014; implementation and evaluation May 2014.</p>	<p>Appropriate Health/Wellness team representatives, administration, classroom teachers</p>	None	<p>Meeting notes; Student evaluations of the programs</p>	Not begun

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## Section V: Appendices

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

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

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### Title I Parent Activity Plan

**2012-2013**

#### *A Title I School-wide or Targeted Assistance Plan Requirement*

#### School Place Bridge Academy

**Title I Parent Involvement Strategy:** Increase communication to all parents regardless of parents language and culture that describe school culture, academic instruction, school events and identifiable ways in which parents can assist in their children’s education.

**Root Cause(s) Addressed by this Strategy:** Data-based and differentiated core classroom instruction and interventions are not meeting the academic needs of all students; communication with parents may be insufficient to establish the level of support which is necessary.

Title I Accountability Provision #1: Parent Involvement/Communication

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

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Hold a beginning of the year orientation meeting for Title I parents to explain our program, answer questions, and invite parent participation. Explain the rights of Parents if a school did not meet AYP. This is done in several major languages.	September, 2012	Teachers, Facilitators and, Paraprofessional Principal	None	Meeting will be held on September 6, 2012
Hold Parent/Teacher Conferences each semester with parents to discuss progress of their student (a translator will be available if necessary).	October, 2012 February 2013	All teachers	\$500 for translation (Local funds) \$500 for Transportation (General Funds and Grant monies)	Conferences with parents regarding student progress.
Send home Trimester Progress Reports in both English and Spanish to inform parents of their child's progress and the concepts and skills being covered	November, 2012, Dec. 2012, Feb. 2013, May. 2013	Teachers Title I Teachers	\$150 for printing (Local funds)	Quarterly reports will be sent home.

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Following a dinner, we will hold a Family Grade Level Nights. We will provide Literacy and Math information/activities, focusing on strengthening student literacy/math skills.	November 2012- April 2013	Principal Teachers	\$400 for dinner (PLT funds) \$500 for printing and materials (Local funds) \$500 Transportation PLT/Title One Funds	Parent evaluation of the Family Night will indicate that parents found it to be enjoyable and informative.
Send written notification in English and Spanish and other major languages to all parents about the school regarding the SPF Level of the School.	Sept. 15, 2012	Principal	\$200 for printing (Local funds)	Letters will be sent by August 15.
Increase our efforts to recruit parents of minority students, ELLs and students with disabilities involved in our parent advisory Committee. Attendance is low and we have a low minority representation. We will send letters, make phone calls, and urge parents to contact other parents through our PLT.	2012- 2013 school year	Administrative Team CSC PLT Parent Liaison	\$500 for printing Colorado Statewide Parent Coalition pays for Liaison	Enrollment of parents of minority students, ELLs and students with disabilities will increase by 20% from September through May
Establish an enrollment process that ensures early identification of migratory/refugee students. Provide outreach to parents.	2012- 2013 school year	Principal Secretary	None	100% of migratory students will be identified and parents will be notified of their academic status and, if necessary, of intervention program(s) into which the student has been placed.
The school's Unified Improvement Plan and Parent Involvement Policy will be discussed at the fall meeting and key points will be communicated in the fall newsletter. The plan and policy will be available for review by all parents upon request.	2012- 2013 school year	Principal	\$500 (Local)	All parents will be informed of and will have access to the school's Unified Improvement Plan, Parent-School Policy, and Parent/Student Compact.
A Parent-School Policy has been developed by the district and a Parent-School Compact has been developed at our school in collaboration with parents. These policies will be consistently applied in Parent-School relationships	2012-2013 school year	Principal	None	The Policy and Compact are available for review upon request. All Parent Compacts have been reviewed and signed in October, 2012.
Hold Parenting Classes , English Classes, Adult Job Placement Classes; Increase the number of adults involved using the 2010-2011 data as baseline.	2012-2013 school year	Administrative Team Spring Institute Beacons Goodwill Colorado Statewide Parent Coalition	All Costs covered by the partnerships.	All parents will be informed of and will have access to these programs



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

School Plan under State Accountability.  Title IA School Improvement/Corrective Action Plan  Application for a Tiered Intervention Grant.

Title I school wide or targeted assistance requirement.  School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
The certification of the Title I teacher and paraprofessionals will be monitored to ensure that they are highly qualified.	Summer 2012; ongoing as necessary	Principal	Local funds	The Title I teacher and paraprofessionals are highly-qualified.
The principal will work with the Human Resources Department to attract and maintain high-quality highly qualified teachers. a. Attend job fairs b. Continue the established new teacher mentoring program in the school	Spring, 2013	Principal  School Hiring Team	None	Our school will retain 90% of the teachers, including Title I and special education teachers.

**Title I Accountability Provision #3: Transition from Early Childhood Programs**

School Plan under State Accountability.  Title IA School Improvement/Corrective Action Plan  Application for a Tiered Intervention Grant.

Title I school wide or targeted assistance requirement.  School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
The Principal, kindergarten teachers, and Title I teachers will meet monthly with the school's ECE teachers a. Discuss curriculum expectations with a strong focus on preschool literacy/math skills. b. Identify and resolve curricular issues.	2012-13 school year	Administrative Team ECE/K Teachers Humanities/Math/ELD/Facilitators	None	Evaluation of the meetings will indicate that the curriculum of the kindergarten and the ECE programs will be better aligned.
Kindergarten teachers will meet with the preschool ECE teachers each spring and discuss the academic strengths and weaknesses of students moving into kindergarten. Through collaborative discussions, students will be strategically assigned to a Kindergarten program/teacher.	May, 2013	Kindergarten teachers	None	Kindergarten teachers will report that they are aware of the academic strengths and weaknesses of students moving into kindergarten and will use that information as they plan instruction for the 2013-14 school year.



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**Title I Accountability Provision #4: Coordination and Integration of Federal, State, and Local Services and Programs**

School Plan under State Accountability.     Title IA School Improvement/Corrective Action Plan     Application for a Tiered Intervention Grant.

Title I school wide or targeted assistance requirement.     School Improvement Grant

We coordinate funds in the following ways: • Title I funds: o salaries of the Title I teacher, and paraprofessional o to purchase intervention materials o Parent Involvement <ul style="list-style-type: none"> <li>• Transportation</li> <li>• Parent Activities</li> </ul> • Title II funds	2012- 2013 school year	Principal Leadership Team	Title I Title II Colorado Statewide Parent Coalition Local funds	We review our expenditures with the Leadership Team and the Parent Advisory Group. We will use evaluations of the teacher professional development and parent activities to make adjustments throughout the year as necessary.
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## Section V: Supporting Addenda Forms

### For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I must use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	Section III: Data Narrative (p. 17-19)
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	<i>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.</i> Section III: Data Narrative (p. 17-19) and Section IV. Action Plan (p. 23-29)
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 10)	<i>Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.</i> Section IV. Action Plan (p.23-29)
All core content teachers are highly qualified.	X Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	Section IV. Action Plan (p. 32)

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Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	Section III: Data Narrative (p. 17-19) and Section IV. Action Plan (p. 23-29)
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	Section IV: Action Plan (p. 32)
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	Section IV: Action Plan (p. 31)
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	<i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i>  Section IV: Action Plan (p.23-29); Title I Provisions (p.30-33)

**Denver Public Schools  
Federal Programs – Title I  
School/Parent Compact**

A Parent compact is a written agreement or promise to declare the intent of all involved to help achieve mutual goals. This school-parent partnership will help our children achieve their fullest potential and become life-long learners. We hope our compact will continue to support achievement and future success for our students.

**Student**

I will work to meet the expectations of myself, my teachers, and my parents/guardians; therefore, I will work to do the following:

- √ I will come to school prepared to learn with my homework completed.
- √ I will be respectful of myself, my teachers, my classmates, and my parents/guardians.
- √ I will follow all of the school policies, including the dress code.
- √ I will read for at least 20 minutes everyday outside of school time.

**Parent/Guardian**

I will support my child's learning by ensuring that my child carries out their academic responsibilities at home and I will work to do the following:

- √ Provide a suitable time and an area for my child to study, monitor his/her homework completion and reading time.
- √ Attend conferences related to my child, have open communications with the teachers and staff at the school, and participate, as appropriate, in discussions relating to my child's education.
- √ Ensure my child is at school on time and strive for perfect attendance.
- √ In support of the school, I will discuss the school rules and regulations with my child.
- √ Participate in my child's education by involvement in different school activities, including, but not limited to, educational nights, school events, field trips, student performances, and more. (18 hours/year highly recommended).
- √ Serving, to the extent possible, on school advisory groups, such as the CSC, PLT, and BPAC.

**Teacher**

It is important that students become successful life-long learners and therefore, I will work to do the following:

- √ Help each child reach his/her maximum learning potential with assessment-driven instruction and best practices.
- √ Provide homework assignments to reinforce learning and teach responsibility.
- √ Maintain open lines of communication with students and parents through report cards and scheduled conferences.
- √ Advise parents/guardians of their child's academic progress and behavior on a regular basis.
- √ Be in attendance at three educational nights.

**Principal**

I support this form of parent involvement; therefore, I will work to do the following:

- √ Provide a safe learning environment that allows teachers to teach and students to learn.
- √ Inform parents of all meetings and encourage and invite parents to attend, and to promote positive communication between school and home.
- √ Respond to parents, community, and students in a timely manner.



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Please read carefully and sign this form. By signing the Parent Compact we renew our commitment to the education of your children.

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_