

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2012-13

Organization Code: 0880 District Name: Denver County 1 School Code: 7163 School Name: P.R.E.P. Academy SPF Year: 2012

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. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements for programs (e.g., Title I, TIG grant). For state accountability, AECs have a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on both required federal and state measures and any optional supplemental measures. 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?		
Academic Achievement (Status)	State Required Measure: TCAP/CSAP, Lectura, Escritura Description: % P+A in reading, writing, math and science. HS Expectation: Reading at/above 35.4%; Math at/above 4.4%; Writing at/above 14.6%; Science at/above 16.4% MS Expectation: Reading at/above 21.4%; Math at/above 6.2%; Writing at/above 16.7%; Science at/above 12.1%	R	% Proficient/Advanced at 60 th percentile		School's % Proficient/Advanced		Overall AEC Rating for Academic Achievement: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each content area at each level.	
			MS	HS	MS	HS		
			21.4%	35.4%	23.68%	12.05%		
			6.2%	4.4%	8.33%	2.44%		
			16.7%	14.6%	13.16%	6.10%		
S	12.1%	16.4%	2.44%	3.85%				
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP/TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above 50.	R	MGP at/above 50		School's MGP		Overall AEC Rating for Academic Growth: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each content area at each level.	
			50	19				
			M	50	22			
	W	50	21					
	MAP Growth	Description: % who met growth targets in reading, mathematics, and language usage. Expectation: At/above 60%.	R	At/Above 60%		School's % Met Target		
				60%	45.32%			
				M	60%	48.20%		
LA				60%	49.03%			

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?
Student Engagement	State Required Measure: Average Daily Attendance Description: Total days attended out of total days possible to attend. Expectation: % at/above 86.2%	86.2%	83.18%	Overall AEC Rating for Student Engagement: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each measure.
	Attendance Improvement Description: % of students improving their attendance from prior year Expectation: % at/above 75%	75%	42.34%	
	State Required Measure: Truancy Rate Description: Total days unexcused absent out of total days possible to attend. Expectation: Equal to or less than 7.7%	Equal to or less than 7.7%	19.10%	
	Student Satisfaction Description: % positive student response rate Expectation: % at/above 85%	85%	76.52%	
	Parent Satisfaction Description: % positive parent response rate Expectation: % at/above 85%	85%	80.49%	

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

Post Secondary/ Workforce Readiness	State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate.		At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate	School's Completion Rate	Overall AEC Rating for Post Secondary Readiness: Approaching * Consult your AEC School Performance Framework for the ratings for each measure.
			55.4%	56.86%	
	Completion Rate Change Description: Increase in % of students completing Expectation: Change At/Above 2% using same year as best-of for prior year		Change At/Above 2% using same year as best-of for prior year	School's Completion Rate Change	
			2%	-33.89%	
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: Below 11.4%.		Below 11.4%	School's Dropout Rate	
			Less than 11.4%	2.97%	
	Dropout Rate Change Description: Decrease in % of students dropping out Expectation: At/Above 4%		At/Above 4%	School's Dropout Rate Change	
			2%	-6.03%	
	State Required Measure: ACT Average Score by Content Area Description: ACT average score in reading, math, English, and science Expectation: Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7		Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7	ACT Average Score	
			R 15.9	(null)	
		M 14.8	(null)		
		E 13.7	(null)		
		S 15.7	(null)		

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited On Probation (CDE=Turnaround)	For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I [Schoolwide/Targeted Assistance] program must complete the [Schoolwide/Targeted Assistance] addendum. Schools identified under another program (e.g., state accountability, Title I Focus School) 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	In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
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.	Contact DAP/SIP	In addition to the general requirements, TIG schools are expected to align activities funded through the grant with overall school improvement efforts in the UIP. All TIG activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
Improvement Support Partnership (ISP) or TDIP	Competitive Title I grant to support district improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Contact DAP/SIP	[If NOT a grantee] n/a [If a grantee] In addition to the general requirements, the school is expected to align activities funded through the grant with overall school improvement efforts in the UIP. All grant activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp

Section II: Improvement Plan Information

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

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?	Yes (Expelled and At-Risk Student Services Grant) Approved June 13, 2012
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	June 30, 2013
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

Additional Information about the School

Improvement Plan Information

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

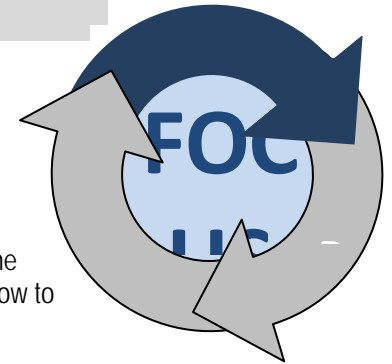
- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jamie Lofaro Principal
	Email	Jamie_Lofaro@dpsk12.org
	Phone	720-424-8454
	Mailing Address	2727 Columbine St Denver CO 80205
2	Name and Title	Dr. Amy McDiarmid School Psychologist
	Email	Amy_McDiarmid@dpsk12.org
	Phone	720-424-8451
	Mailing Address	2727 Columbine St Denver CO 80205

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

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The goals were as follows:	MS	HS
	MS	Reading Met +2.28%	Did not meet -23.35%
	HS	Math Met +2.13%	Did not meet -2%
	Reading 21.4 %	Writing Did not meet -3.5%	Did not meet -8.5%
	Math 6.2%	Science Did not meet -9.66%	Did not meet -12.55%
	Writing 16.7%		
	Science 12.1%		
Academic Growth	MGP was expected to be at or above 50	Did not meet	
	For the subjects	School MGP was	
	Reading	19 in Reading	
	Math	22 in Math	
	Writing	21 in Writing	

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.
	Student MAP Growth was expected to be at or above 60% in the subjects of Reading Math Writing	Did not meet. School's Growth was: 45.32 in Reading 48.20 in Math 49.03 in Language Arts	Neither Middle School nor High School met writing targets. Inconsistent use of CDE writing rubric. Emphasis placed on paragraph format rather than drawing evidence from text. High School targets in science were not met. School-wide data team focus was on writing as opposed to content area focus.
Student Engagement			
Post Secondary Readiness	Of 10 students taking the test in April, 2013, all will score a minimum of 15 on a composite total. 6 of 10 will meet at least 2 of the 4 content thresholds (21-Reading; 22-Math, 18-English; 24-Science)	Did not meet. Because the school did not have a minimum of 16 students testing a target score was not recorded. However the average ACT test scores for P.R.E.P. for the 2011-2012 school year was 13.2.	Students fell below the threshold for all four areas of the ACT. There was not a structured ACT Prep class built within in the school day during the 11-12 school year. ACT practice was voluntary for students.

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><u>BASELINE MAPS DATA: FALL, 2012</u></p> <p>Middle School Math</p> <p>6th Grade:</p> <p>50% (1/2) Performing at Grade Level or Above</p> <p>Math average grade level=5</p> <p><i>There were no 6th graders attending PREP during the fall testing window in 2011. The current 6th graders test closer to a grade level average than any of the other tested grades.</i></p> <p>7th Grade:</p> <p>0% (0/1) Performing at Grade Level or Above (0%)</p> <p>Math average grade level=2 (1.7)</p> <p><i>Only one 7th grader was enrolled during</i></p>	<p>PPC #1</p> <p>10/67 returning students scored proficient or better on the 2012 Math MAPS</p> <p>PPC #2</p> <p>15/67 returning students scored proficient or better on the 2012 Reading MAPS</p>	<ul style="list-style-type: none"> Rigor was address last school year and has improved, however it is a work in progress and several methods have been structured through professional development to continue raising the standards as it pertains to rigor in each classroom. The opportunity for teacher collaboration and vertical alignment is still a concern. A process to address this concern and has been implemented along with allowing teachers to visit other classrooms on and off campus. (PPC #1, 2) Teacher training in reading and math intervention strategies has improved from last school year. Ongoing Professional Development has aided in this process as well. The development of these process are slowly taking effect, however there is still work to be completed. There is not consistent use of data to drive instructional interventions. Teachers have begun looking at TCAP frameworks in OASIS and DesCartes in MAPS to target gaps. (PPC #1, 2) There is still a concern about the one size fits all model.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>the fall, 2012 testing window. The student's score was slightly above the 7th grade average in 2011, when 10 tested. There were not any students scoring at grade level in the 7th grade in either 2011 or 2012.</i></p> <p>8th Grade:</p> <p>0% (0/6) Performing at Grade Level or Above (0%)</p> <p>Math average grade level=3.1 (2.8)</p> <p><i>Six 8th grade students were enrolled during the fall, 2012 testing window. Their scores were slightly above the 8th grade average in 2011, when 27 tested. There were not any students scoring at grade level in the 8th grade in either 2011 or 2012.</i></p> <p><u>BASELINE MAPS DATA: FALL, 2012</u></p> <p>6th Grade:</p> <p>50% (1/2) Performing at Grade Level or Above</p> <p>Reading average grade level=6</p> <p><i>There were no 6th graders attending PREP during the fall testing window in 2011.</i></p>		<p>Concerns in regards to a one size fits all model, without adjusting content, product, or process to differentiate to meet the needs of diverse learners has been addressed in Professional Development meetings, subject area meetings and one on one with each individual teacher . Implementation will be monitored and improved, as needed over the course of the school year (PPC #1, 2)</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>The current 6th graders test at a grade level average. No other grade levels scored an average at grade level.</i></p> <p>Middle School Reading</p> <p>7th Grade:</p> <p>0% (0/1) Performing at Grade Level or Above (0%)</p> <p>Reading average grade level=2 (1.8)</p> <p><i>Only one 7th grader was enrolled during the fall, 2012 testing window. The student's score was slightly above the 7th grade average in 2011, when 10 tested. There were not any students scoring at grade level in the 7th grade in either 2011 or 2012.</i></p> <p>8th Grade:</p> <p>17% (1/6) Performing at Grade Level or Above (0%)</p> <p>Reading average grade level=4 (3.6)</p> <p><i>Six 8th grade students were enrolled during the fall, 2012 testing window. Their scores were slightly above the 8th grade average in 2011, when 27 tested.</i></p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>There was an increase in the number of students scoring at grade level in 2012.</i></p> <p><u>BASELINE MAPS DATA: FALL, 2012</u></p> <p>High School Math</p> <p>9th Grade:</p> <p>14% (4/28) Performing at Grade Level or Above (7%)</p> <p>Math average grade level=5.1 (3.6)</p> <p><i>Twenty-eight 9th grade students were enrolled during the fall, 2012 testing window. Their scores were 1.5 grade levels above the 9th grade average in 2011, when 41 tested. There was an increase in the number of students scoring at grade level in 2012.</i></p> <p>10th Grade:</p> <p>24% (4/17) Performing at Grade Level or Above (0%)</p> <p>Math average grade level=6 (3.3)</p> <p><i>Seventeen 10th grade students were</i></p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>enrolled during the fall, 2012 testing window. Their scores were 2.7 grade levels above the 10th grade average in 2011, when 10 tested. There was an increase in the number of students scoring at grade level in 2012.</i></p> <p>11th Grade</p> <p>14% (1/7) Performing at Grade Level or Above (0%)</p> <p>Math average grade level=5.3 (3.4)</p> <p><i>Seven 11th grade students were enrolled during the fall, 2012 testing window. Their scores were 1.9 grade levels above the 11th grade average in 2011, when the same amount of students tested. There was an increase in the number of students scoring at grade level in 2012.</i></p> <p>12th Grade</p> <p>0% (0/6) Performing at Grade Level or Above (0%)</p> <p>Math average grade level=4.3 (3.3)</p> <p><i>Six 12th grade students were enrolled during the fall, 2012 testing window. Their scores was 1 grade level above the</i></p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>12th grade average in 2011, when five students tested. There was no change in the number of students scoring at grade level in 2012.</i></p> <p><u>BASELINE MAPS DATA: FALL, 2012</u></p> <p>High School Reading</p> <p>9th Grade:</p> <p>25% (7/28) Performing at Grade Level (17%)</p> <p>Reading average grade level=6.9 (4.2)</p> <p><i>Twenty-eight 9th grade students were enrolled during the fall, 2012 testing window. Their scores were 2.7 grade levels above the 9th grade average in 2011, when 41 tested. There was an increase in the number of students scoring at grade level in 2012.</i></p> <p>10th Grade:</p> <p>24% (4/17) Performing at Grade Level (10%)</p> <p>Reading average grade level=6.2 (3.8)</p> <p><i>Seventeen 10th grade students were enrolled during the fall, 2012 testing</i></p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>window. Their scores were 2.4 grade levels above the 10th grade average in 2011, when 10 tested. There was an increase in the number of students scoring at grade level in 2012.</i></p> <p>11th Grade</p> <p>0% (0/7) Performing at Grade Level or Above (0%)</p> <p>Reading average grade level=5.8 (3.3)</p> <p><i>Seven 11th grade students were enrolled during the fall, 2012 testing window. Their scores were 2.5 grade levels above the 11th grade average in 2011, when the same amount of students tested. There was no change in the number of students scoring at grade level in 2012.</i></p> <p>12th Grade</p> <p>33% (2/6) Performing at Grade Level or Above (0%)</p> <p>Reading average grade level=5.3 (2.5)</p> <p><i>Six 12th grade students were enrolled during the fall, 2012 testing window. Their scores were 2.8 grade levels above the 12th grade average in 2011, when five</i></p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>students tested. There was an increase in the number of students scoring at grade level in 2012.</i></p>		
Academic Growth	<p><u>BASELINE CSAP DATA FOR RETURNING STUDENTS: SPRING, 2012</u></p> <p><u>MATH</u> 7th Grade-0/11 proficient on 6th grade test-0%-2012 0/10=0%-2011 <i>There were not any students scoring at grade level in either 2011 or 2012.</i></p> <p>8th Grade-1/5 proficient on 7th grade test-20%-2012</p>	<p>PPC #3 5/67 returning students scored proficient or better on the 2012 Math CSAP.</p> <p>14/67 returning students scored proficient or better on the 2012 Reading CSAP.</p> <p>2/67 returning students scored proficient or better on</p>	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;">5/27=18.5%-2011</p> <p><i>The number of students from whom to draw data is significantly lower in 2012 than 2011. There was a slight increase in the percentage of proficient students in 2012.</i></p> <p>9th Grade-0/10 (on track) proficient on 8th grade test-0%-2012</p> <p style="text-align: center;">0/15=0%-2011</p> <p><i>There were not any on track students scoring at grade level in either 2011 or 2012.</i></p> <p>9th Grade-1/10 (on track) advanced on 8th grade test-10%-2012</p> <p style="text-align: center;">1/15=7.5%-2011</p> <p><i>The number of students from whom to draw data is lower in 2012 than 2011. There was a slight increase in the percentage of advanced students in 2012.</i></p> <p>9th Grade-0/12 (off track) proficient on 9th grade test-0%-2012</p> <p style="text-align: center;">0/19=0%-2011</p> <p><i>There were not any off track students scoring at grade level in either 2011 or 2012.</i></p>	<p>the 2011 Writing CSAP</p> <p>PPC #4</p> <p>MATH: For Latino and African American students: 0/9 Middle School students and 2/58 High School students are proficient or above</p> <p>READING: For Latino and African American students: 0/9 Middle School students and 4/58 High School students are proficient or above</p> <p>WRITING: For Latino and African American students: 0/9 Middle School students and 2/58 High School students are proficient or above</p>	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>10th Grade-3/10 (on track) proficient on 9th grade test-30%-2012</p> <p style="text-align: center;">0/2=0%-2011</p> <p><i>The number of students from whom to draw data is higher in 2012 than 2011. There was a 30% increase in the percentage of proficient students in 2012.</i></p> <p>10th Grade-0/4 (off track) proficient on 10th grade test-0%-2012</p> <p style="text-align: center;">0/7=0%-2011</p> <p><i>There were not any off track students scoring at grade level in either 2011 or 2012.</i></p> <p><u>BASELINE CSAP DATA FOR RETURNING STUDENTS: SPRING, 2011</u></p> <p>READING</p> <p>7th Grade-0/1 proficient on 6th grade test-0%-2012</p> <p style="text-align: center;">0/10=0%-2011</p> <p><i>There were not any students scoring at grade level in either 2011 or 2012.</i></p> <p>8th Grade-1/4 proficient on 7th grade test-25%-2012</p> <p style="text-align: center;">6/27=22%-2011</p> <p><i>The number of students from whom to</i></p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>draw data is significantly lower in 2012 than 2011. There was a slight increase in the percentage of proficient students in 2012.</i></p> <p>9th Grade-2/10(on track) proficient on 8th grade test-20%-2012 <i>3/15=20%-2011</i> <i>The number of students from whom to draw data is lower in 2012 than 2011. There was a slight increase in the percentage of proficient students in 2012.</i></p> <p>9th Grade-1/13 (off track) proficient on 9th grade test-7.7%-2012 <i>2/19=10.5%-2011</i> <i>The number of students from whom to draw data is lower in 2012 than 2011. There was a slight decrease in the percentage of advanced students in 2012.</i></p> <p>10th Grade-2/10 (on track) proficient on 9th grade test-20%-2012 <i>0/2=0%-2011</i> <i>The number of students from whom to draw data is higher in 2012 than 2011. There was a 20% increase in the percentage of proficient students in 2012.</i></p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>10th Grade-0/4 (off track) proficient on 10th grade test-0%-2012</p> <p style="color: red;">1/7=7%-2011</p> <p><i>The number of students from whom to draw data is lower in 2012 than 2011. There were no proficient off track students in 2012, a 7% decrease from 2011.</i></p> <p><u>BASELINE CSAP DATA FOR RETURNING STUDENTS: SPRING, 2012</u></p> <p>WRITING</p> <p>7th Grade-0/1 proficient on 6th grade test-0%-2012</p> <p style="color: red;">0/10=0%-2011</p> <p><i>There were not any students scoring at grade level in either 2011 or 2012.</i></p> <p>8th Grade-0/5 proficient on 7th grade test-0%-2012</p> <p style="color: red;">1/27=4%-2011</p> <p><i>The number of students from whom to draw data is significantly lower in 2012 than 2011. There were no proficient students in 2012, a 4% decrease in the percentage of proficient students in 2012.</i></p> <p>8th Grade-1/5 advanced on 7th grade test-20%-</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>2012</p> <p>0/27=0%-2011</p> <p><i>The number of students from whom to draw data is significantly lower in 2012 than 2011. There were no advanced students in 2011, one in 2012.</i></p> <p>9th Grade-2/10 (on track) proficient on 8th grade test-20%-2012</p> <p>1/15=7.5%-2011</p> <p><i>The number of students from whom to draw data is lower in 2012 than 2011. There was an increase in the percentage of proficient students in 2012.</i></p> <p>9th Grade-0/12 (off track) proficient on 9th grade test-0%-2012</p> <p>1/19=5%-2011</p> <p><i>The number of students from whom to draw data is lower in 2012 than 2011. There were no proficient students in 2012, one in 2011.</i></p> <p>10th Grade-0/10 (on track) proficient on 9th grade test-0%-2012</p> <p>0/2=0%-2011</p> <p><i>There were not any on track students scoring at grade level in either 2011 or 2012.</i></p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>10th Grade-0/4 (off track) proficient on 10th grade test-0%-2012</p> <p style="color: red; text-align: center;">0/7%-2011</p> <p style="text-align: center;"><i>There were not any off track students scoring at grade level in either 2011 or 2012.</i></p>		
Student Engagement	<p><u>Middle School</u></p> <p>AVERAGE DAILY ATTENDANCE FOR 2009-2010=74%</p> <p>AVERAGE DAILY ATTENDANCE FOR 2010-2011=76%</p> <p>AVERAGE DAILY ATTENDANCE FOR 2011-2012=76%</p> <p><u>High School</u></p> <p>ATTENDANCE IMPROVEMENT FOR 2009-2010=52.6%</p> <p>ATTENDANCE IMPROVEMENT FOR 2010-2011=67%</p> <p>ATTENDANCE IMPROVEMENT FOR 2011-2012=42%</p> <p>OVERALL SCHOOL AVERAGE DAILY ATTENDANCE FOR 2011-2012 improved by 42.34%. The threshold for improvement was 75%</p> <p>STUDENT SATISFACTION FOR 2010-2011=70%</p> <p>STUDENT SATISFACTION FOR 2011-2012=76.52%</p>	<p>PP 1: The threshold for average daily attendance is 86%</p> <p>PP 2: The threshold for attendance improvement is 50%</p> <p>PP 3: The threshold for positive student responses on the Student Satisfaction Survey is 85% Although the school improved to 76.52% we are still striving to achieve the 85% threshold.</p>	<p>A concern expressed in the prior school year is the consistency in which we communicate student attendance to parents. Proper steps have been developed. The root cause is implementation and frequency (PP 1, 2)</p> <p>Methods of following up with surveys continues to be a problem. However a system in place to follow up with students will include information being sent home with progress reports and / or report cards. (PP 3)</p> <p>The student voice pipeline is directed through the School's Student Council. Efforts to gather feedback from the general student body is improving through student conversation with the faculty. There are still areas that require improvement. One in particular is how to consistently gather and measure this data (PP 3)</p>
Post Secondary &	Of 10 students taking the test in April, 2013, all will		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Workforce Readiness	score a minimum of 15 on a composite total. 6 of 10 will meet at least 2 of the 4 content thresholds (21-Reading; 22-Math, 18-English; 24-Science)		
	<p><u>ACT DATA FOR SPRING, 2011:</u> 11 students scored an average of 14.5</p> <p><u>ACT DATA FOR SPRING, 2012:</u> 9 students scored an average of 13.2</p> <p><u>ON TRACK TO GRADUATE:</u> Class of 2013: 21% (4/19) Class of 2014: 7% (1/14) Class of 2015: 24% (5/21)</p>	<p><u>PPC #5</u> Less than one quarter of high school students are on track to graduate</p> <p><u>PPC #6</u> Past data indicates PREP students score well below the District ACT Average of 20.</p>	<ul style="list-style-type: none"> • Students earned credits has increased to 90 in a school year, however, responding to student behavior and attendance issues continue to hinder efforts to catch students up on credits. (PPC #1) • Concurrent Enrollment in building option for students has increased, but we are still in a position where no Advanced Placement or Honors options are present for our students. (PPC #2) • Rigor was address last school year and has improved, however it is a work in progress and several methods have been structured through professional development to continue raising the standards as it pertains to rigor in each classroom. The opportunity for teacher collaboration and vertical alignment is still a concern. A process to address this concern and has been implemented along with allowing teachers to visit other classrooms on and off campus. (PPC #1, 2)

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>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).</p>		<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, district average) to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p>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.</p>
<p>Narrative:</p> <p>Narrative:</p> <p>Trend and Priority Needs</p> <p>PREP Center opened in 1999 as a placement for students in lieu of expulsion, and gave students a chance to refocus their behavior by addressing socio-emotional needs. The program began serving students in grades 9-12, and was later expanded to include grades 6 – 8. Due to budget constraints, the program was scaled back to grades 6-9.</p> <p>Emerson Street School opened in the 1996-1997 school year with the cooperation and support of multiple agencies: Denver Public Schools (DPS); Juvenile Justice System-County Probation; Mental Health; and the Denver Department of Human Services. The school served students from probation and DDHS students to evaluate whether through intensive services, the school could meet student need, or if day or residential treatment was needed. The school evolved to include expelled students as required by state law.</p> <p>In the 2010-2011 school year, PREP and Emerson were combined at PREP in an effort to streamline services and expand the programs. At the same time, several programs were added including a program exclusively for expelled students, Scholars Continuing to College to re-engage previous drop-outs, as well as credit and unit recovery options.</p> <p>Beginning in the 2011-2012 school year, PREP Center and Emerson Street were combined to create a new school called P.R.E.P. Academy (Personalized Rigorous Education Program). This now operates as a 6-12 school. Though the SCC program has been dropped in favor of a district-wide GED program, P.R.E.P. Academy continues its commitment to serving students who have struggled in the traditional classroom, including those who have been expelled.</p> <p>To better serve the students, the school has added a Student Council to increase student buy-in and voice, and expanded teacher led curricular offerings to replace those previously only offered through online or off-site placements, to allow students access to a full range of academic options on campus. Students have the opportunity through concurrent enrollment, partnering with Emily Griffith Opportunity School and CEC Middle College. In an effort to engage both students and parent, P.R.E.P. Academy will be implementing student and parent access to Infinite Campus. We have also created a school website that includes photographs, a calendar of events, and links to important student and parent resources.</p>								

Until the 2011-2012 school-year, P.R.E.P. Academy operated as multiple entities. One was able to draw true data for each of the four schools, however, it wasn't feasible to combine the data into clean figures. For example, 9th graders were potentially enrolled in three of the four schools housed at P.R.E.P. With the opening of P.R.E.P. under one school, it was determined that the best data samples would come from currently enrolled students. Therefore, MAPS data from the Fall of 2011 and Spring 2011 CSAP data was used to establish baseline data information for growth and status. The 2012 TCAP data for current students is used to determine the Academic Achievement Gaps.

Student enrollment to begin the 2012-2013 was significantly lower (-37 students) than 2011-2012 enrollment. There continues to be significant deficiencies in all TCAP and MAP tested areas.

On the Spring, 2011 CSAP test, the percent of students scoring proficient or above was 6% (6/95) in math, 13% (12/95) in reading, and 3% (3/95) in writing.

Similar numbers appear on the Spring, 2012 TCAP test. The percent of students scoring proficient or above was 8% (6/62) in math, 8% (12/62) in reading, and 5% (3/62) in writing.

MAPS data provides similar academic deficits. Baseline grade level equivalents in the first testing window of 2011 were as follows:

MATH

- Grade 7-first grade, seven months
- Grade 8-second grade, eight months
- Grade 9-third grade, six months
- Grade 10- third grade, three months
- Grade 11- third grade, four months
- Grade 12- third grade, three months

READING

- Grade 7-first grade, eight months
- Grade 8-third grade, six months
- Grade 9-fourth grade, two months
- Grade 10- third grade, eight months
- Grade 11- third grade, three months
- Grade 12- second grade, five months

Baseline grade level equivalents in the first testing window of 2012 were as follows:

MATH

- Grade 7-second grade
- Grade 8-third grade, one month
- Grade 9-fifth grade, one month

- Grade 10- sixth grade
- Grade 11- fifth grade, three months
- Grade 12- fourth grade, three months

READING

- Grade 7- second grade
- Grade 8-fourth grade
- Grade 9-sixth grade, nine months
- Grade 10- sixth grade, two months
- Grade 11- fifth grade, eight months
- Grade 12- fifth grade, grade months

Using these scores, P.R.E.P. staff can more accurately pinpoint individual student need and track growth. Our goal is to meet the state student requirements in three years as mandated by Denver Public Schools. In an attempt to meet these goals, P.R.E.P. has implemented a rigorous Response to Intervention (RtI) program based on student data. For the 2012-2013 school-year, a full time reading interventionist and full time math interventionist were hired. Both interventionists are responsible for regularly assessing students, meeting one on one with students, providing assistance to students outside of the school-wide intervention block, and assisting teachers with accessing and utilizing student data to make informed instructional decisions.

The attendance goal school-wide for 2012-2013 is to maintain a minimum attendance rate of 80% or greater for each grade level. At the Universal Level, advisement teachers call home weekly to inform parents of student progress. Weekly attendance for each grade level is posted. The Attendance Team meets weekly to determine which students are fall under the 80% attendance threshold. The Student Board Representatives have designed an incentive based program to target the students with the poorest attendance rate. They work in partnership with the Attendance Team. Court actions are submitted when appropriate. There is a rewards system in place for students with the highest attendance rate, those with the greatest improvement in rate of attendance, and for the homeroom with the highest overall attendance.

In an effort to engage both students and parent, P.R.E.P. Academy will continue student and parent access to Infinite Campus.

PREP will continue its efforts to provide a quality education to all of its students. The current TCAP and MAP data, along with the huge academic achievement gaps, demonstrates the need for more services for students. Data also indicate high numbers of students off track to graduate, and ACT scores well below the district average. Graphic representation in the following section reiterates the academic challenges of the students at PREP.

In 2012-2013, PREP implemented the Discovery Program curriculum with all students. Most returning students were exposed to the curriculum in a condensed format. Targeted returning students, and all students new to PREP will receive a 6 week intensive course. The Discovery Program is broken up into six units: Effective Groups; Anger Management; Communication Skills; Assertiveness Training; Problem Solving; and Conflict Resolution. All units build upon each other with the end goal of giving students social and coping skills to succeed in school, at home, in the workplace, and in society in general.

PREP uses and RtI tracking tool to more closely monitor student progress. A team of administrators and support staff will be dedicated solely to middle school students. Another team dedicated solely to high school students. An RtI Coordinator will help track effectiveness of academic interventions and report that data to the school district.

PREP has expanded curricular offerings to give students the opportunity to earn more credit during the school year. Off track students will have the chance to catch up on credits with the potential to graduate with their original graduating class. On track students can get ahead and then access concurrent enrollment opportunities.

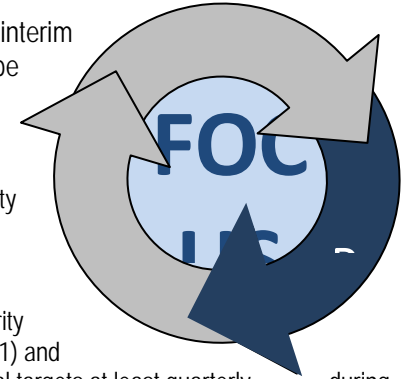
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
			2012-13	2013-14		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura R	MS 23.68 HS 12.05	MS 46.7 HS 35.4	<p>Increasing student growth to meet district benchmarks in those categories not met.</p> <p>Continue to strive for the next level of growth in those categories that were met.</p> <p>Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.</p>	<p><u>District Course Assessments administered 3 times: Sept, 2012, Dec, 2012, May, 2013.</u></p> <p><u>12-13: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2012, Dec, 2012, Mar/June, 2013.</p> <p><u>12-13: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2012 and Feb, 2013</p> <p><u>12-13: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for math or reading intervention classes.</p> <p><u>12-13: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor</p>	<p>Implement a school-wide Reading Rtl program. (Strategy 2)</p> <p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>

					<p>progress</p> <p><u>12-13: Level set for ACHIEVE 3000 reading intervention program-Jan, 2013</u></p> <p><u>12-13: 2 times weekly, ACHIEVE 3000 program used for reading intervention</u></p> <p><u>13-14: MAPS administered in reading, language usage, and math 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014</u></p> <p><u>13-14 Level set for ACHIEVE 3000 reading intervention program-Aug, 2013</u></p> <p><u>13-14: 2 times weekly, ACHIEVE 3000 program used for reading intervention</u></p> <p><u>13-14: Benchmark MAPS test administered mid-term each semester: Oct, 2013 and Feb, 2014</u></p> <p><u>13-14: Test scores disseminated to all teachers one week after collection of</u></p>	
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						<p>data. Data used to inform instruction and as a measure for reading intervention classes.</p> <p><u>13-14: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p>	
		M	MS 8.33 HS 2.44	MS 10 HS 4.4	<p>Increasing student growth to meet district benchmarks in those categories not met strive for the next level of growth in those categories that were met.</p> <p>Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.</p>	<p><u>District Course Assessments administered 3 times: Sept, 2012, Dec, 2012, May, 2013.</u></p> <p><u>12-13: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2012, Dec, 2012, Mar/June, 2013.</p> <p><u>12-13: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2012 and Feb, 2013</p> <p><u>12-13: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for math intervention built into</p>	<p>Implement a school-wide Math RtI program. (Strategy 1)</p> <p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>

					<p>individualized learning during math classes.</p> <p><u>12-13: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p>12-13: Middle school math intervention minimum of two times weekly</p> <p><u>13-14: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014.</p> <p><u>13-14: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2013 and Feb, 2014</p> <p><u>13-14: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for math intervention built into individualized learning during math classes.</p>	
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					<p>13-14: Teacher made <u>assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p>13-14: <u>Middle school</u> math intervention minimum of two times weekly</p> <p>13-14: <u>Math Tutoring Model</u> to deliver added support in intervention classes</p>		
		W	MS 13.16 HS 6.10	MS 16.7 HS 14.6	<p>Increasing student growth to meet district benchmarks in those categories not met & strive for the next level of growth in those categories that were met.</p> <p>Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.</p>	<p><u>District Course Assessments administered 3 times: Sept, 2012, Dec, 2012, May, 2013.</u></p> <p>12-13: <u>MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2012, Dec, 2012, Mar/June, 2013.</p> <p>12-13: <u>Benchmark MAPS</u> test administered mid-term each semester: Oct, 2012 and Feb, 2013</p> <p>12-13: <u>Test scores</u> disseminated to all teachers one week after collection of</p>	<p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>

						<p>data. Data used to inform instruction and as a measure for reading intervention classes.</p> <p><u>12-13: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p><u>13-14: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014.</p> <p><u>13-14: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2013 and Feb, 2014</p> <p><u>13-14: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for reading intervention classes.</p> <p><u>13-14: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments</p>
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						tools and to monitor progress	
		S	MS 2.44 HS 3.85	MS 12.1 HS 16.4	<p>Increasing student growth to meet district benchmarks in those categories not met & strive for the next level of growth in those categories that were met.</p> <p>Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.</p>	<p><u>12-13: District Course Assessments</u> administered 3 times: Sept, 2012, Dec, 2012, May, 2013.</p> <p><u>12-13: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2012, Dec, 2012, Mar/June, 2013.</p> <p><u>12-13: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2012 and Feb, 2013</p> <p><u>12-13: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for reading intervention classes.</p> <p><u>12-13: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p>	<p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>

					<p><u>13-14: District Course Assessments</u> administered 3 times: Sept, 2013, Dec, 2013, May, 2014.</p> <p><u>13-14: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014.</p> <p><u>13-14: MAPS</u> administered in science 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014.</p> <p><u>13-14: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2013 and Feb, 2014</p> <p><u>13-14: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for reading intervention classes.</p> <p><u>13-14: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor</p>	
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	Optional Supplemental Measure(s)					progress	
Academic Growth	Median Student Growth Percentile (TCAP)	R	19	Increase % to 50	Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.	<p><u>12-13: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2012, Dec, 2012, Mar/June, 2013.</p> <p><u>12-13: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2012 and Feb, 2013</p> <p><u>12-13: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for reading intervention classes.</p> <p><u>12-13: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p><u>12-13: Level set for ACHIEVE 3000 reading intervention program-Jan, 2013</u></p>	<p>Implement a school-wide Reading Rtl program. (Strategy 2)</p> <p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>

						<p><u>12-13: 2 times weekly</u> ACHIEVE 3000 program used for reading intervention</p> <p>4 content thresholds (21- Reading; 22-Math, 18- English; 24-Science)</p> <p><u>12-13: ORF (Oral Reading Fluency)</u> for frequent progress monitoring: August, 2012; October, 2012, December, 2012; February, 2013; April, 2013.</p> <p><u>12-13: MAZE (Reading comprehension)</u> for frequent progress monitoring: August, 2012; October, 2012, December, 2012; February, 2013; April, 2013.</p> <p><u>12-13: Data from ORF and MAZE</u> disseminated to Reading Intervention Teachers as markers of progress. Also used to move students into intervention classes within the RtI tiered block.</p> <p><u>13-14: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept,</p>
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						<p>2013, Dec, 2013, Mar/June, 2014.</p> <p><u>13-14: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2013 and Feb, 2014</p> <p><u>13-14: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for reading intervention classes.</p> <p><u>13-14: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p><u>13-14: Level set for ACHIEVE 3000</u> reading intervention program-Aug, 2013</p> <p><u>13-14: 2 times weekly,</u> ACHIEVE 3000 program used for reading intervention</p> <p><u>13-14: ORF (Oral Reading Fluency)</u> for frequent</p>
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						<p>progress monitoring: August, 2013; October, 2013, December, 2013; February, 2014; April, 2014.</p> <p><u>13-14: MAZE (Reading comprehension)</u> for frequent progress monitoring: August, 2013; October, 2013, December, 2013; February, 2014; April, 2014.</p> <p><u>13-14: Data from ORF and MAZE</u> disseminated to Reading Intervention Teachers as markers of progress. Also used to move students into intervention classes within the RtI tiered block</p>	
		M	22	Increase % to 50	<p>Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.</p>	<p><u>District Course Assessments administered 3 times: Sept, 2012, Dec, 2012, May, 2013.</u></p> <p><u>12-13: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2012, Dec, 2012, Mar/June, 2013.</p> <p><u>12-13: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2012</p>	<p>Implement a school-wide Math RtI program. (Strategy 1)</p> <p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>

						<p>and Feb, 2013</p> <p><u>12-13: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for math intervention built into individualized learning during math classes.</p> <p><u>12-13: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p><u>12-13: Middle school math intervention</u> minimum of two times weekly</p> <p><u>13-14: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014.</p> <p><u>13-14: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2013 and Feb, 2014</p>	
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						<p><u>13-14: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for math intervention built into individualized learning during math classes.</p> <p><u>13-14: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p><u>13-14: Middle school math</u> intervention minimum of two times weekly</p> <p><u>13-14: Math Tutoring Model</u> to deliver added support in intervention classes</p>	
		w	21	Increase % to 50	<p>Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.</p>	<p><u>12-13: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2012, Dec, 2012, Mar/June, 2013.</p> <p><u>12-13: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2012</p>	<p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>

						<p>and Feb, 2013</p> <p><u>12-13: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction.</p> <p><u>12-13: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress.</p> <p><u>13-14: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014.</p> <p><u>13-14: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2013 and Feb, 2014</p> <p><u>13-14: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction.</p> <p><u>13-14: Teacher made assessments</u> Data teams meet every week to analyze</p>	
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					teacher made assessments tools and to monitor progress.	
	Optional Supplemental Measure(s)					
Student Engagement	Attendance Rate	83.18%	86.2%			
	Truancy Rate	19.10%	Equal or Less than 7.7%			
	Optional Supplemental Measure(s)			85% of PREP students agree that PREP Academy is a viable educational option.	<p>12-13 and 13-14: <u>Student Council</u> active surveys two times per year</p> <p>12-13 and 13-14: Use <u>intensive strategies</u> and incentives each week to work with students who fall below the 80% attendance threshold</p> <p>12-13 and 13-14: <u>Compile weekly progress grades</u> on students and arrange for tutoring in areas of deficit</p>	<p>Implement a school-wide Math RtI program. (Strategy 1)</p> <p>Implement a school-wide Reading RtI program. (Strategy 2)</p> <p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>
Post Secondary & Workforce Readiness	Completion Rate	58.6%	60%	Increase number of students performing at or above proficient level as determined by our pre populated reports	12-13 and 13-14: <u>Compile weekly progress grades</u> on students and arrange for tutoring in areas of deficit	Provide a comprehensive tutoring support system for students. (Strategy 4)

				from CDE. If benchmarks are met, striving for the next level of achievement will be the target.		
	Dropout Rate	2.97%	Equal or Less than 2%			
	Mean ACT Composite Score	13.2	15	Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.	<p>Administer the Explore, Plan, and ACT practice tests in November, 2011</p> <p><u>12-13: Administer the Explore, Plan, and ACT practice tests in September, 2012</u></p> <p><u>12-13: ACT Prep Class</u> for all juniors and seniors hexters 4 and 5</p> <p><u>12-13: ZAP the ACT class n</u> March, 2013</p> <p><u>13-14: Administer the Explore, Plan, and ACT practice tests in September, 2013</u></p> <p><u>13-14: ACT Prep Class</u> for all juniors and seniors hexters 4 and 5</p>	<p>Implement a school-wide Math RtI program. (Strategy 1)</p> <p>Implement a school-wide Reading RtI program. (Strategy 2)</p> <p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p> <p>Design an introductory level ACT preparatory program (Strategy 5)</p>

					13-14: ZAP the ACT class n March, 2014	
	Optional Supplemental Measure(s)	Act Growth Targets	Reading 15.9 Math 14.8 English 13.7 Science 15.7			

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: Implement a school-wide Math RtI program. **Root Cause(s) Addressed:** Most lessons are delivered in a one size fits all model, without adjusting content, product, or process to differentiate to meet the needs of diverse learners.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
MAPS Testing- Built in systems for testing new students on Tuesdays	<u>12-13 and 13-14:</u> Initial testing during the first two weeks of school, then initial testing upon student entry throughout the school year.	Site MAPS Assessment Coordinator	\$3500 stipend to MAPS Assessment Coordinator MAPS-District funded	Baseline Data	Initial-completed New Students-in progress and on-going each Tuesday throughout the school year
<u>Math Intervention for all students individualized and built into the daily math curriculum using mastery of daily objective to track progress</u>	<u>12-13 and 13-14:</u> Ongoing through the year	Math Data Coordinator, <u>Math Teachers</u>	No cost	MAPS Data every 9 weeks, teacher made assessments during intervention period	1 st semester-in progress 2 nd semester-in progress
Short MAPS tests (Progress Indicator)- Scheduled during school-wide intervention period	<u>12-13 and 13-14:</u> 9 week benchmark (1 st semester), 27 week benchmark (2 nd semester)	Site MAPS Assessment Coordinator	\$3500 stipend to MAPS Assessment Coordinator	Testing data to move within school-wide RtI structure	1 st semester-completed 2 nd semester-in progress

<p>Analysis of student data to determine students in need of placement in RTI classes and to determine specific skill deficiencies needing to be addressed by RTI. Teachers use Student test scores & work samples.</p>	<p><u>12-13 and 13-14:</u> On-going through May of each year, at six-week intervals</p>	<p>Principal, Content-Area Teachers, Data Team</p>	<p>No cost</p>	<p>Transition meetings, grades, assessment data, MAPs short goals, classroom assessments</p>	<p>1st semester-in progress 2nd semester-in progress</p>
<p>Assessment of students every two, four, or six-weeks to progress monitor for intervention effectiveness. Teachers use classroom assessments, MAPs, Interim district course assessments.</p>	<p><u>12-13 and 13-14:</u> On-going through May of each year</p>	<p>Content-Area Teachers, SALs</p>	<p>No cost</p>	<p>Student data</p>	<p>1st data cycle-completed 2nd data cycle-in progress 3rd data cycle-in progress</p>

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

Funding sources

General Fund, less the salaries, spends approximately 23% to cover teacher extra duty hours, materials and resources for RtI programs and professional development

Title 1 – 100% covers teacher salaries for the middle school Refocus and RtI programs as well as extra duty hours. Title 1 also supports an intervention teacher, materials and supplies, books, transportation and parent involvement.

PCK Initiative – 100% of PCK Initiative funding goes for extra duty pay for Teacher Leaders, professional development, and materials and supplies.

Major Improvement Strategy #2: Implement a school-wide Reading RTI program. **Root Cause(s) Addressed:** Most lessons are delivered in a one size fits all model, without adjusting content, product, or process to differentiate to meet the needs of diverse learners.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Staff training in RTI Staff Training in ACHIEVE 3000	<u>12-13 and 13-14:</u> August, 2012 and 2013 January, 2012 and August, 2013	Intervention Specialist	Facilitator-No cost	Teacher sign-in sheets, diamond reflections, instructional visits	In progress
Professional development surrounding reading and writing strategies across content areas	<u>12-13 and 13-14:</u> On-going through May of each year	Intervention Specialist, TLA	Facilitator-No cost	Teacher sign-in sheets, diamond reflections, instructional visits, peer assistance	In progress
Analysis of student data to determine students in need of placement in RTI classes and to determine specific skill deficiencies needing to be addressed by RTI. Data sources include: student test scores; student work samples; fluency charts; MAPs, SRI (for cohort), ACHIEVE 3000 reports	<u>12-13 and 13-14:</u> On-going through May of each year	Principal, Content-Area Teachers, Data Team	All school district personnel-No cost Student work, fluency charts-No cost MAPs-District funded SRI-No cost	Transition meetings, grades, assessment data, MAPs short goals, classroom assessments	1 st semester-in progress 2 nd semester-in progress
Assessment of students every two, four, or six-weeks to progress monitor for intervention effectiveness. Teacher made assessments used.	<u>12-13 and 13-14:</u> On-going through May of each year	Content-Area Teachers, SALS	Teacher made assessments-No cost	Student data	1 st data cycle-in progress 2 nd data cycle-in progress

Individual tutoring	<p><u>12-13:</u> Tuesday/Thursdays from 10:15-10:45 AM. On-going through May 2013</p> <p><u>13-14:</u> Tuesday/Thursdays from 10:15-10:45 AM. Wednesdays from 10:35-11:15 AM. On-going through May 2014.</p>	Content-Area Teachers, SPED Teachers, Counselors, Support Staff	All school building personnel-No cost	Student data, classroom observations, teacher made assessments, district interim assessments, weekly progress grades	<p>1st semester-in progress</p> <p>2nd semester-in progress</p>

Funding sources

General Fund, less the salaries, spends approximately 23% to cover teacher extra duty hours, materials and resources for RtI programs and professional development
 Title 1 – 100% covers teacher salaries for the middle school Refocus and RtI programs as well as extra duty hours. Title 1 also supports an intervention teacher, materials and supplies, books, transportation and parent involvement.
 PCK Initiative – 100% of PCK Initiative funding goes for extra duty pay for Teacher Leaders, professional development, and materials and supplies.

Major Improvement Strategy #3: Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing are delivered in a one size fits all model, without adjusting content, product, or process to differentiate to meet the needs of diverse learners. **Root Cause(s) Addressed:** Most lessons

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Discuss the format of paragraph structure from Step-up to Writing (color code). Model format in various contents and develop content specific goals and prompts (English, Science, Social Studies)	<u>12-13 and 13-14:</u> Continue through May of each school year	Co-Chairs of Academic Leadership Team and TEC	Step-Up To Writing (No cost)	TCAP MAPs Language Usage Test Teacher writing assessments	1 st semester-in progress 2 nd semester-in progress
Administration sets expectation of examples of modeled writing visible in all classroom verified by instructional visits and conversations through-out school year	<u>12-13 and 13-14:</u> Continue through May of each school year	Building Administration	No cost	TCAP MAPs Language Usage Test Teacher writing assessments	1 st semester-in progress 2 nd semester-in progress
Continue the writing instructional focus across content areas through-out the year during monthly leveled meetings (middle school, 9 th grade, high school) by examining student work across all contents	<u>12-13 and 13-14:</u> Continue through May of each school year	Co-Chairs of Academic Leadership Team and TLA, Content Teachers	Teacher Leaders and Teacher Effectiveness Coach funded through the district-No cost	TCAP MAPs Language Usage Test Teacher writing assessments	1 st semester-in progress 2 nd semester-in progress
Implementation of school-wide paragraph model with students	<u>12-13 and 13-14:</u> Continue through May of each school year	TLA All Staff	Teacher Effectiveness Coach funded through the district-No cost	Student work samples	1 st semester-in progress 2 nd semester-in progress
Individual teachers create a content specific writing example followed by staff review/suggestions	<u>12-13 and 13-14:</u> Continue through May of each school	Co-Chairs of Academic Leadership Team and TLA	Teacher Leaders and Teacher Effectiveness Coach funded through the district-No cost	TCAP MAPs Language Usage Test Teacher writing	1 st semester-in progress 2 nd semester-in

	year			assessments	progress
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Funding sources

General Fund, less the salaries, spends approximately 23% to cover teacher extra duty hours, materials and resources for RtI programs and professional development

Title 1 – 100% covers teacher salaries for the middle school Refocus and RtI programs as well as extra duty hours. Title 1 also supports an intervention teacher, materials and supplies, books, transportation and parent involvement.

PCK Initiative – 100% of PCK Initiative funding goes for extra duty pay for Teacher Leaders, professional development, and materials and supplies.

Major Improvement Strategy #4: Provide a tiered support system to increase student engagement.

Root Cause(s) Addressed: Most lessons are delivered in a one size fits all model, without adjusting content, product, or process to differentiate to meet the needs of diverse learners.

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

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

Individual tutoring	<u>12-13:</u> Tuesday/Thursdays from 10:15-10:45 AM. On-going through May 2013 <u>13-14:</u> Tuesday/Thursdays from 10:15-10:45 AM. Wednesdays from 10:35-11:15 AM. On-going through May 2014.	Content-Area Teachers, SPED Teachers, Counselors, Support Staff	Khanacademy.org (No cost);	Student data, classroom observations, teacher made assessments, district interim assessments, weekly progress grades	In progress
Weekly progress monitoring using eligibility grades posted weekly each Friday	<u>12-13 and 13-14:</u> Fridays	Counselors	No cost	Student data, classroom observations, teacher made assessments, district interim assessments, weekly progress grades	In progress
Incentive based program for student attendance-top attenders, most improved attenders	<u>12-13 and 13-14:</u> Fridays	Student Board of Education Members and Advisor, Attendance Team Members	Incentives = up to \$100/week	Student attendance/truancy data	In progress
Discovery Program skill based supports-6 week orientation	<u>12-13 and 13-14:</u> Every 6 weeks to incoming students	Orientation Teachers, Administration	\$600 every six weeks for team building activity	Student data, behavior and attendance	In progress
Small group or individual sessions for anger management	<u>12-13 and 13-14:</u> As needed	Social Worker, Psychologist	No cost	Behavioral referral, recommendation	Not yet begun

Individual substance abuse sessions	<u>12-13 and 13-14:</u> As needed	Substance Abuse Counselor	No cost	Behavioral referral, recommendation	Not yet begun
Intramural sports program and extracurricular activities	<u>12-13 and 13-14:</u> Weekly	Teachers, support staff	Dependent upon activity	Student choice	Not yet begun

Major Improvement Strategy #5: Design an introductory level ACT preparatory program.

- **Root Cause(s) Addressed:** Rigor has been inconsistent across classrooms. There has been no opportunity for teacher collaboration and vertical alignment. There has been only one Professional Development session dedicated to Culturally Responsive Pedagogy. Most lessons are delivered in a one size fits all model, without adjusting content, product, or process to differentiate to meet the needs of diverse learners.

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

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

Juniors create personal ACT notebooks of practice exams.	<u>12-13 and 13-14:</u> February through April of each school year	ACT Prep Instructor Counselor	ACT Prep Book (10 books at \$25 per book=\$250) School Building Personnel-No cost	Bi-weekly notebook check	1 st semester-not available 2 nd semester-in progress
Access to online supports – ACT Prep	<u>12-13 and 13-14:</u> February through April of each school year	ACT Prep Instructor Counselor	Method Test Practice Tests-Funded by district School Building Personnel-No cost	Naviance-Method Test Results	1 st semester-not available 2 nd semester-in progress
Students given access to ACT Prep Class and practice exams	<u>12-13 and 13-14:</u>	ACT Prep Instructor Counselor	Method Test Practice Tests-Funded by district	Naviance-Method Test Results	1 st semester-not available 2 nd semester-in progress

	February through April of each school year		School Building Personnel-No cost		
Administer the Explore, Plan, and ACT practice tests	<u>12-13 and 13-14:</u> September of each school year	School Site Assessment Leader Counselor	PLAN and Practice ACT-District funded Explore (17 tests at \$10 per test; Total=\$170)	Official Test Results	Completed
ZAP the ACT class	<u>12-13 and 13-14:</u> March of each school year	ACT Prep Instructor Counselor	\$60 x 10 students (\$600)		

The following tables and graphs are a representation of the data collected. This data is used to inform instruction, implement RTI, guide staff professional development and establish student incentives.

EXPLANATION: Table #1 and Table #2 below represents the average grade level equivalency and the standard deviation broken down by grade based on Maps Tests results for Fall 2011 and Fall 2012.

Fall 2011 there were no 6th graders tested. In Fall 2012 6th grade students scored at a grade level equivalent of a 6th grade student in the first month of school in both reading and math.
 7th grade students scored at a grade level equivalent of a first grade student in the first month of school (1.1) in math and a grade level equivalent of a first grade student in the eighth month of school (1.8) in reading. Fall 2012 scores increased by .9 in Math and .2 in Reading.
 8th grade students scored at a grade level equivalent of a second grade student in the eighth month of school (2.8) in math and a grade level equivalent of a third grade student in the sixth month of school (3.6) in reading. Fall 2012 scores increased by .3 in Math and .4 in Reading.
 9th grade students scored at a grade level equivalent of a third grade student in the sixth month of school (3.6) in math and a grade level equivalent of a fourth grade student in the second month of school (4.2) in reading. Fall 2012 scores increased by 1.5 in Math and 2.7 in Reading.
 10th grade students scored at a grade level equivalent of a third grade student in the third month of school (3.3) in math and a grade level equivalent of a third grade student in the eighth month of school (3.8) in reading. Fall 2012 scores increased by 2.7 in Math and 2.4 in Reading.
 11th grade students scored at a grade level equivalent of a third grade student in the fourth month of school (3.4) in math and a grade level equivalent of a third grade student in the third month of school (3.3) in reading. Fall 2012 scores increased by 1.9 in Math and 2.5 in Reading.
 12th grade students scored at a grade level equivalent of a fourth grade student (4.0) in math and a grade level equivalent of a second grade student in the fifth month of school (2.5) in reading on the Fall 2011 Maps Tests. Fall 2012 scores increased by .3 in Math and 1.8 in Math.

Table #1

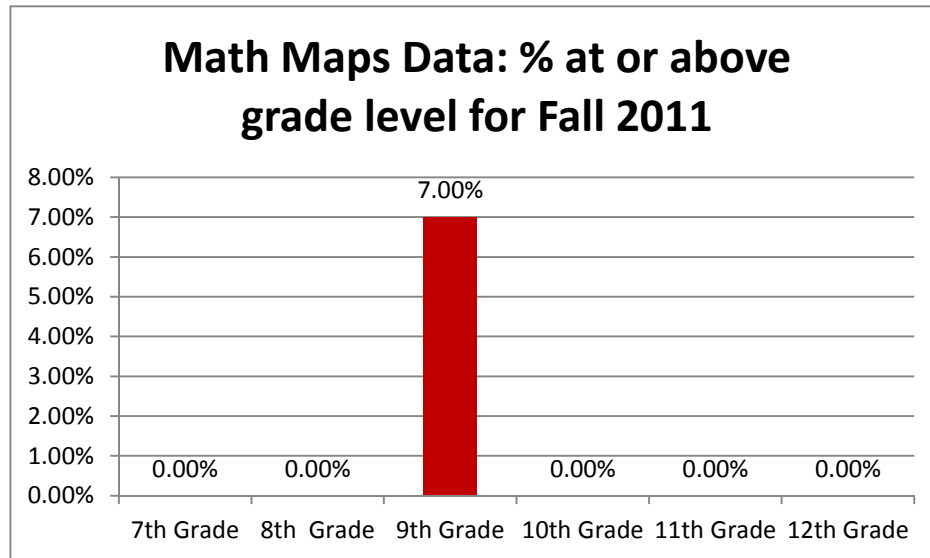
2011	Math		Reading	
grade level		grade level		grade level
7th		1.1		1.8
8th		2.8		3.6
9th		3.6		4.2
10th		3.3		3.8
11th		3.4		3.3
12th		4.0		2.5

Table #2

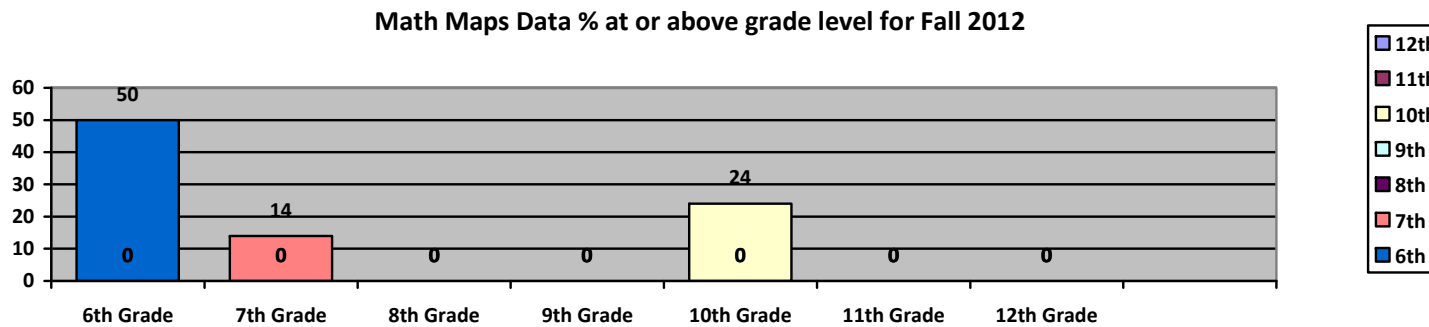
2012	Math		Reading	
grade level		grade level		grade level
6th		5.0		6.0
7th		2.0		2.0
8th		3.1		4.0
9th		5.1		6.9
10th		6.0		6.2
11th		5.3		5.8
12th		4.3		5.3

EXPLANATION: Graph #2 & #3 below represents the percentage of students from each grade who scored at or above grade level on Math Maps Tests in Fall 2011 compared to Fall 2012. The data points show that out of the six grades taught at P.R.E.P. Academy, one grade level, 9th, had students scoring at grade level. 7% of the 9th graders who took the Fall 2011 Math Maps Test tested at grade level. In 2012 one grade level, 6th, had a student at grade level, 14 % of the 7th graders, and 24% of the 10th graders scored at grade level. In 2012 50% of 6th graders, 17% of 8th graders, 25% of 9th graders, 24% of 10th graders and 33% of 12th graders were at grade level.

Graph #2



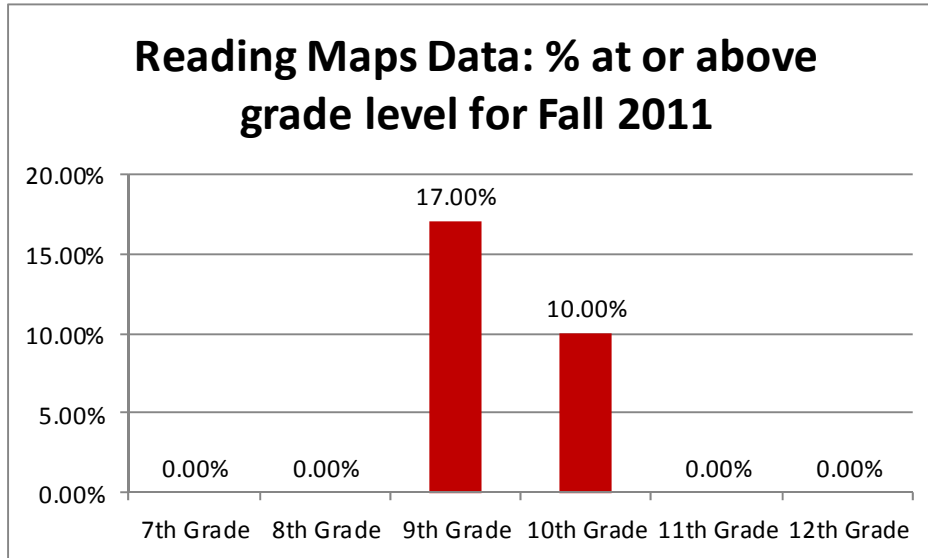
Graph #3



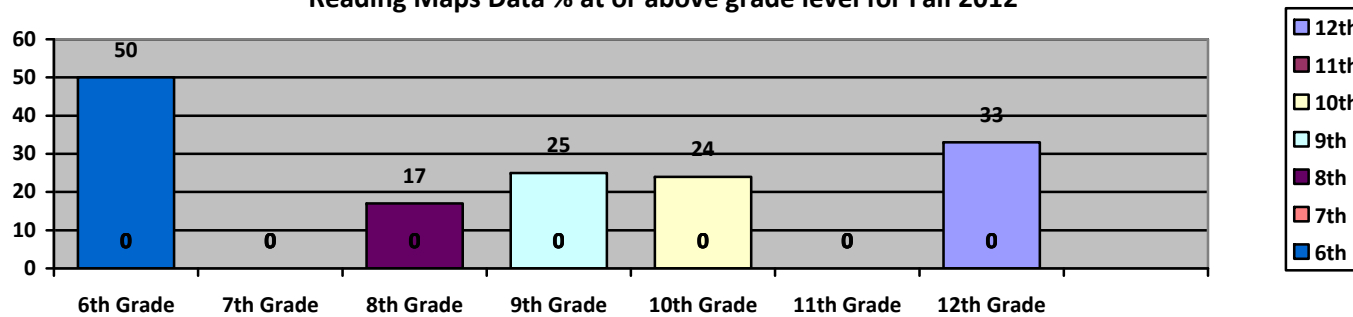
EXPLANATION: **Graph #4 & 5** below represents the percentage of students from each grade who scored at or above grade level on Reading Maps Tests in Fall 2011 compared to 2012. The data points show that out of the seven grades taught at P.R.E.P. Academy two grades, 9th and 10th, had students scoring at grade level. 17% of the 9th grader students and 10% of the 10th grader students who took the Fall 2011 Math Maps Test tested at grade level.

In 2012 50% of 6th graders , 17% of 8th graders, 25% of 9th graders, 24% of 10th graders and 33% of 12th graders were at grade level.

Graph #4



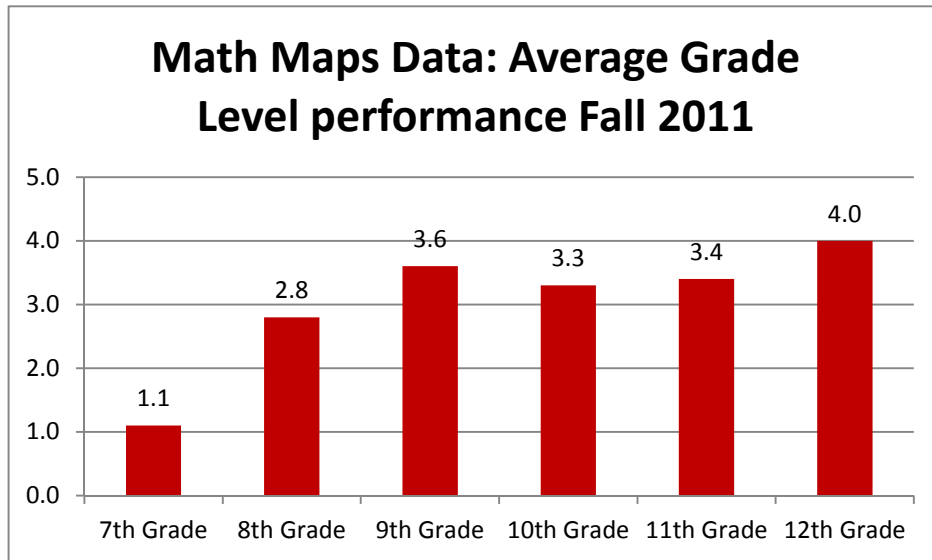
Reading Maps Data % at or above grade level for Fall 2012



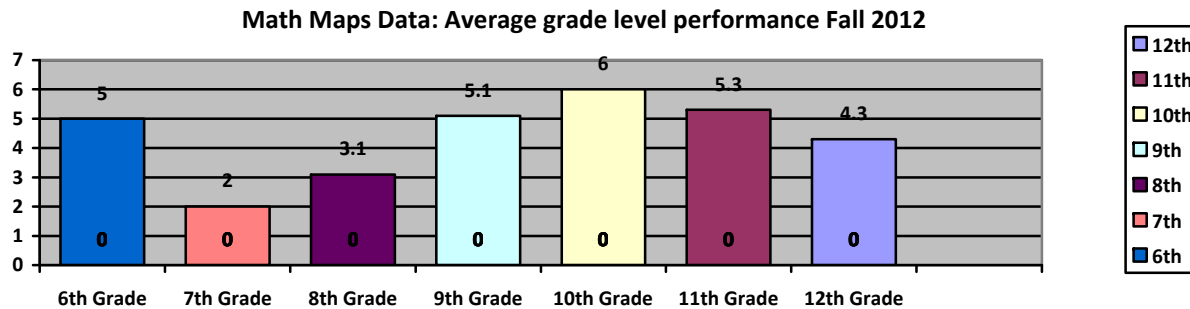
Graph #5

EXPLANATION: Graph #6 and #7 below represents the average grade level equivalency scores of students broken down by grade based on Math Maps Tests in Fall 2011 compared to Fall 2012. In 2011 7th grade performed at an average of grade 1.1, 8th grade performed at an average of grade 2.8, 9th grade performed at an average of grade 3.6, 10th grade performed at an average of grade 3.3, 11th grade performed at an average of grade 3.4, and the 12th grade performed at an average of grade 4.0. In 2012 grade levels were as follows: 6th=5, 7th=2, 8th=3.1, 9th=5.1, 10th=6, 11th=5.3, 12th=4.3.

Graph #6

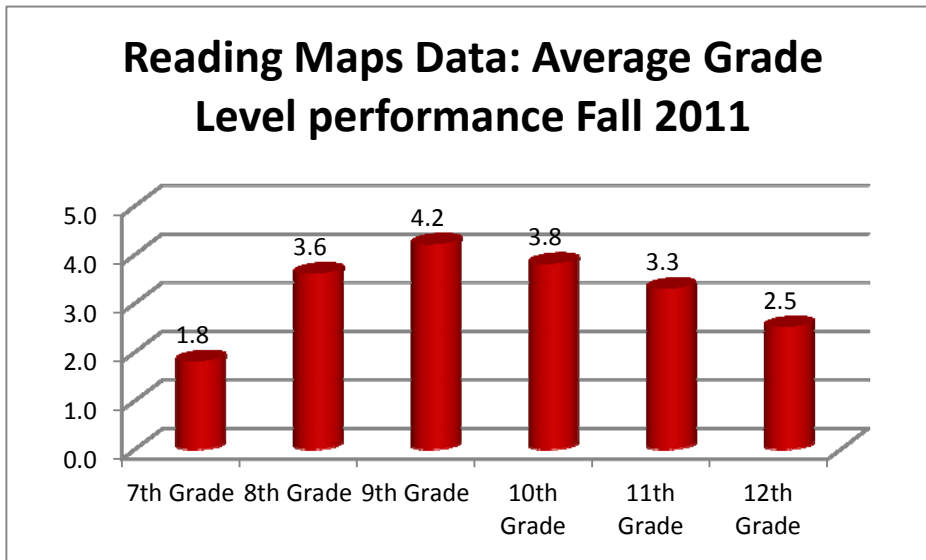


Graph #7

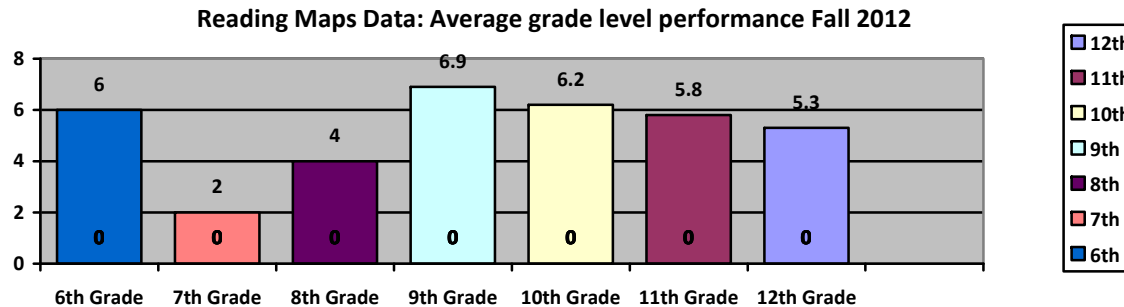


EXPLANATION: Graph #8 and #9 below represents the average grade level equivalency scores of students broken down by grade based on Reading Maps Tests in Fall 2011 compared to 2012. The data points indicate that 7th grade performed at an average of grade 1.8, 8th grade performed at an average of grade 3.6, 9th grade performed at an average of grade 4.2, 10th grade performed at an average of grade 3.8, 11th grade performed at an average of grade 3.3, and 12th grade performed at an average of grade 2.5. In 2012 grade levels were as follows: 6th=6, 7th=2, 8th=4, 9th=6.9, 10th=6.2, 11th=5.8, 12th=5.3.

Graph #8

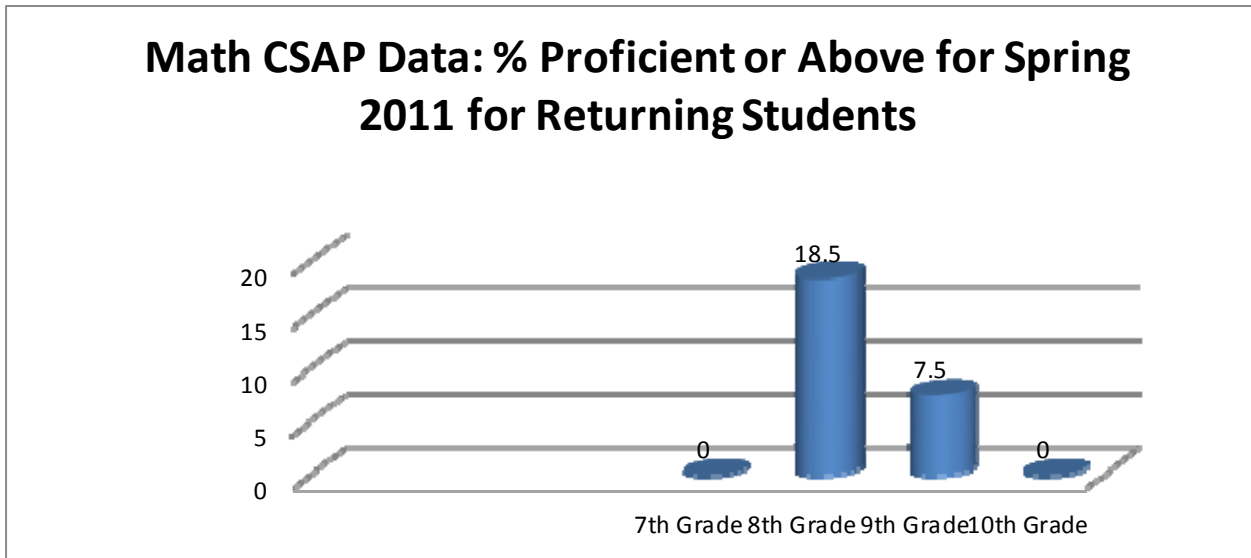


Graph #9

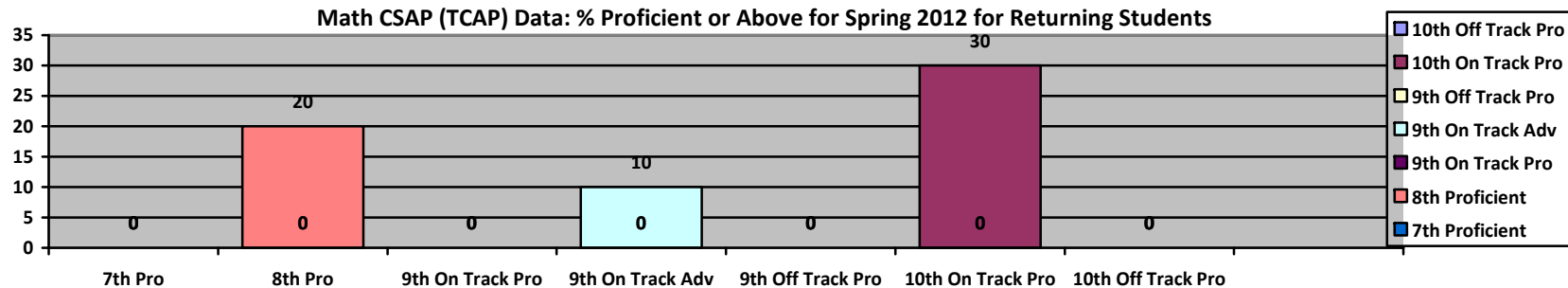


EXPLANATION: Graph #10 and #11 below represents the percentage of returning students from each grade who scored at or above proficient on the Math CSAP in Spring 2011 compared to Spring 2012. The data points show that out of the four grades that take CSAP two grade levels, 8th and 9th, had students scoring at or above proficient. 18.5% of returning 8th graders and 7.5% of returning 9th graders scored at or above proficient on the Math CSAP in Spring 2011. In 2012, no student in 7th grade scored at grade level. 8th grade demonstrated 20% of students were proficient. 9th Grade had 0% proficient but 10% advanced. 10th grade demonstrated 30% proficient but 0% advanced.

Graph # 10

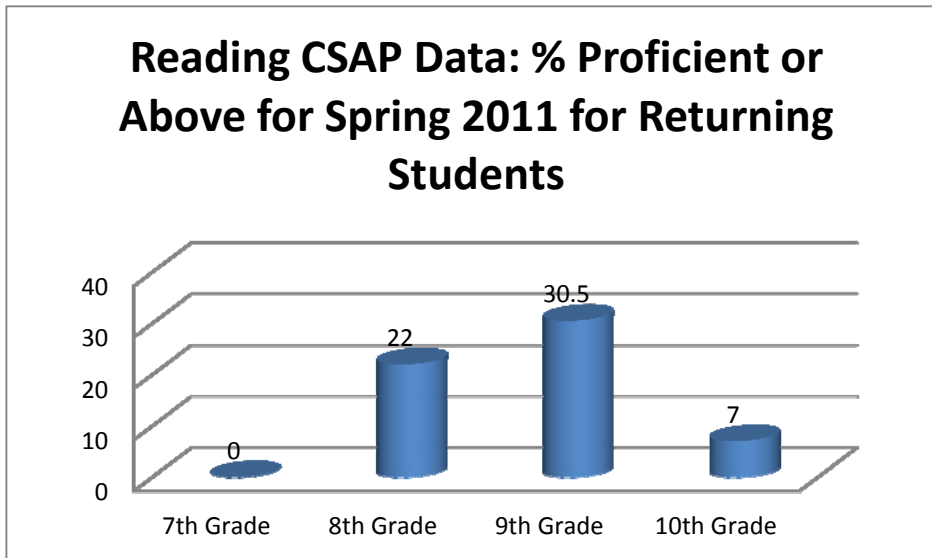


Graph #11

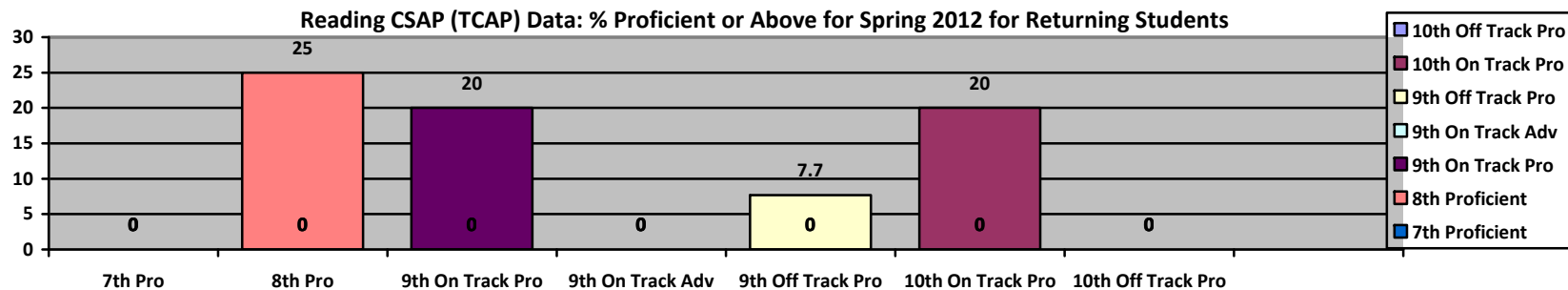


EXPLANATION: **Graph #12 and #13** below represents the percentage of returning students from each grade who scored at or above proficient on the Reading CSAP in Spring 2011 compared to 2012. The data points show that out of the four grades that take CSAP, three grade levels, 8th, 9th, and 10th, had students scoring at or above proficient. 22% of returning 8th graders, 30.5% of returning 9th graders, and 7% of returning 10th graders scored at or above proficient on the Reading CSAP in Spring 2011. In the Spring of 2012, 25% of 8th graders were proficient, 20% of on track 9th graders were proficient, 7.7% of off track 9th graders were proficient, and 20% of on track 10th graders were proficient.

Graph #12

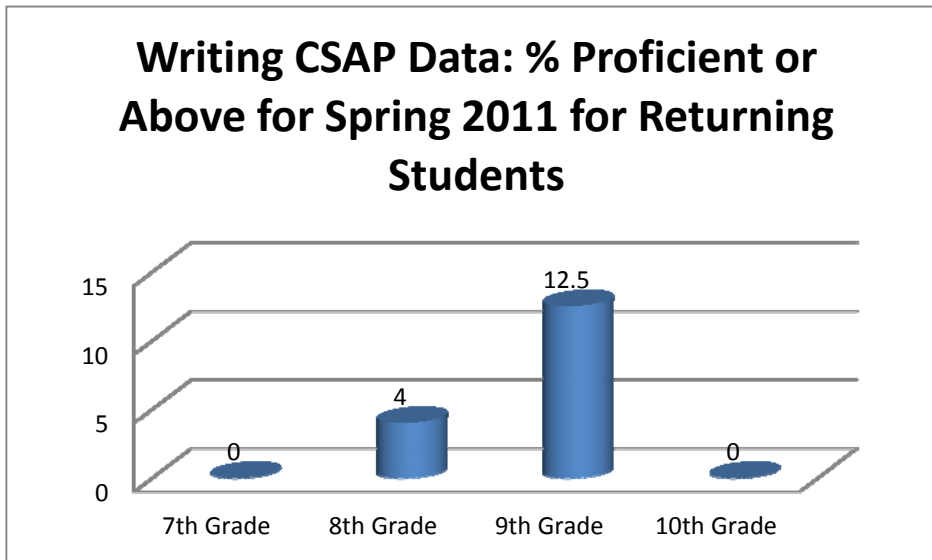


Graph #13

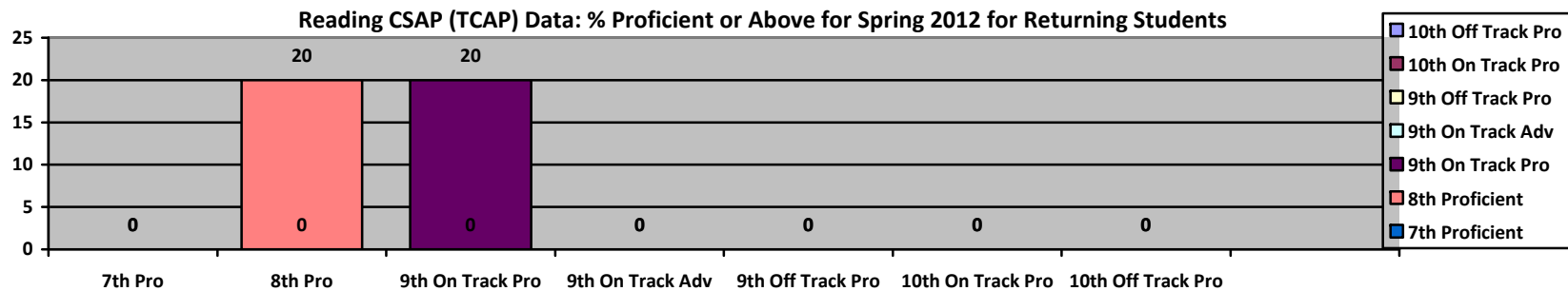


EXPLANATION: **Graph #14 and #15** below represents the percentage of returning students from each grade who scored at or above proficient on the Writing CSAP in Spring 2011 compared to 2012. The data points show that out of the four grades that take CSAP only two grade levels, 8th and 9th, had any students scoring at or above proficient. 4% of returning 8th graders and 12.5% of returning 9th graders scored at or above proficient on the Writing CSAP in Spring 2011. . In the Spring of 2012 , 20% of 8th graders were advanced and 20% of on track 9th graders were proficient.

Graph #14

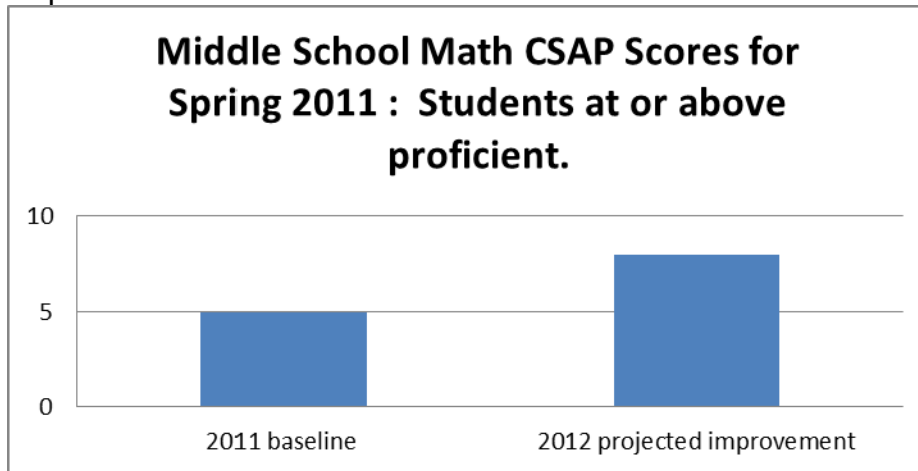


Graph #15

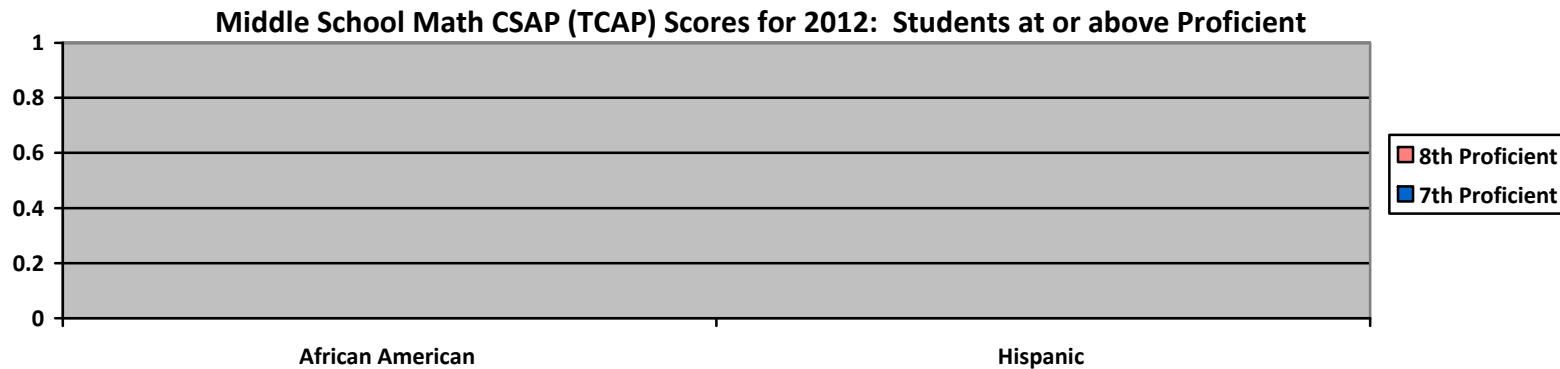


EXPLANATION: The first data point of Graph #16 below represents the number of Latino and African American Middle School students, five, who scored in the proficient or advanced category in Math on the Spring, 2011 CSAP compared to 2012. The second data point of Graph #16 represents the school target for the number of Latino and African American students, eight, scoring in the proficient or advanced category in Math on the Spring, 2012 CSAP. As Graph #17 indicates, there were no African American or Latino students proficient or advanced in Spring 2012

Graph #16

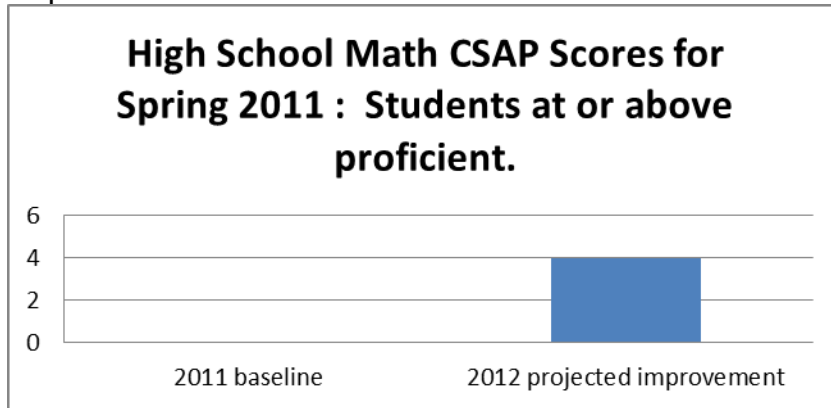


Graph #17

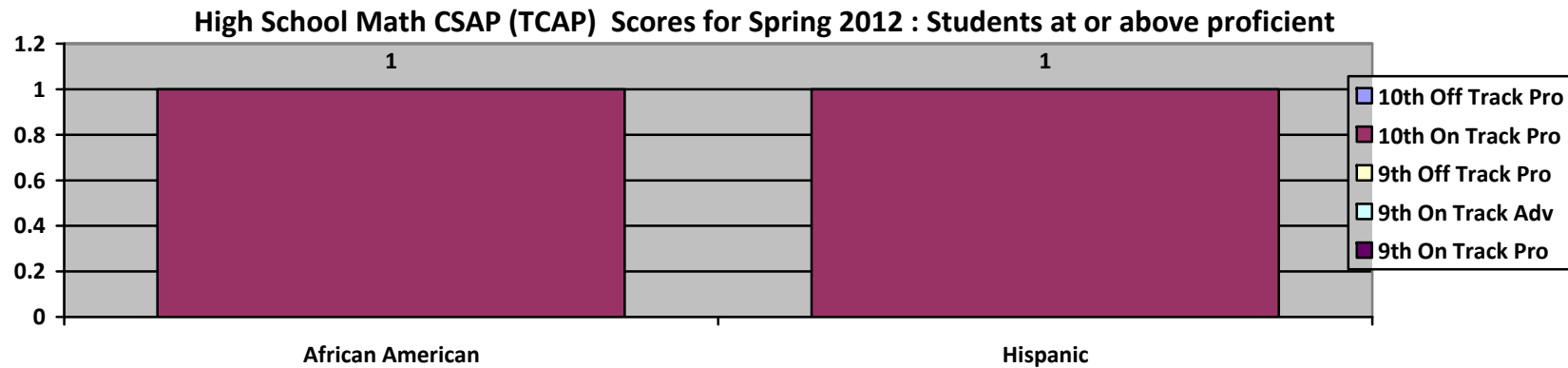


EXPLANATION: The first data point of **Graph #18** represents the number of Latino and African American High School students, zero, who scored in the proficient or advanced category in Math on the Spring, 2011 CSAP compared to 2012. The second data point of **Graph #19** represents the school target for the number of Latino and African American students, four, scoring in the proficient or advanced category in Math on the Spring, 2012 CSAP. As Graph #19 indicates, there was one African American and one Latino student proficient or advanced in Spring 2012

Graph #18

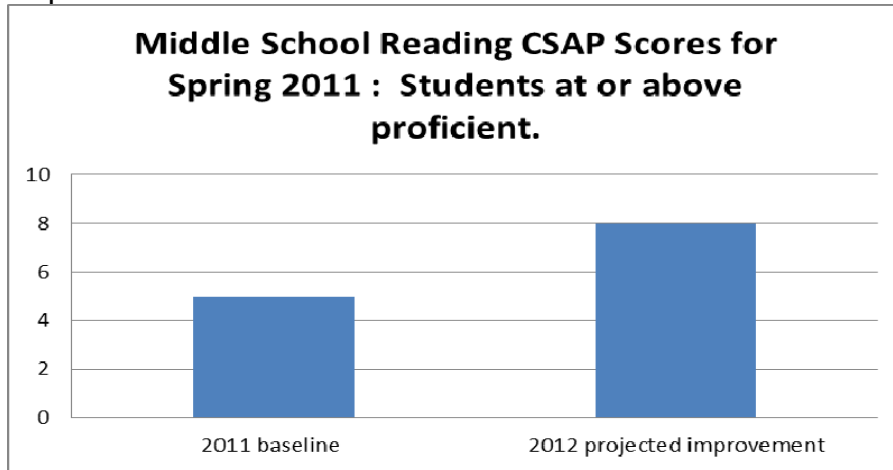


Graph #19

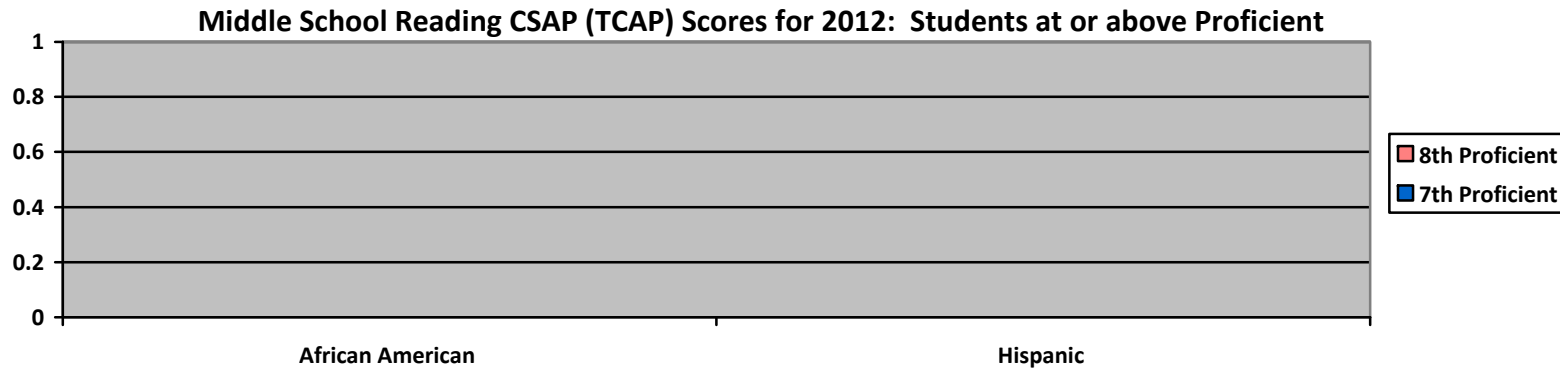


EXPLANATION: The first data point of **Graph #20 and #21** represents the number of Latino and African American Middle School students, five, who scored in the proficient or advanced category in Reading on the Spring, 2011 CSAP compared to 2012. The second data point of **Graph #20** represents the school target for the number of Latino and African American students, eight, scoring in the proficient or advanced category in Reading on the Spring, 2012 CSAP. As **Graph #21** indicates, there were no African American or Latino students proficient or advanced in Spring 2012

Graph #20

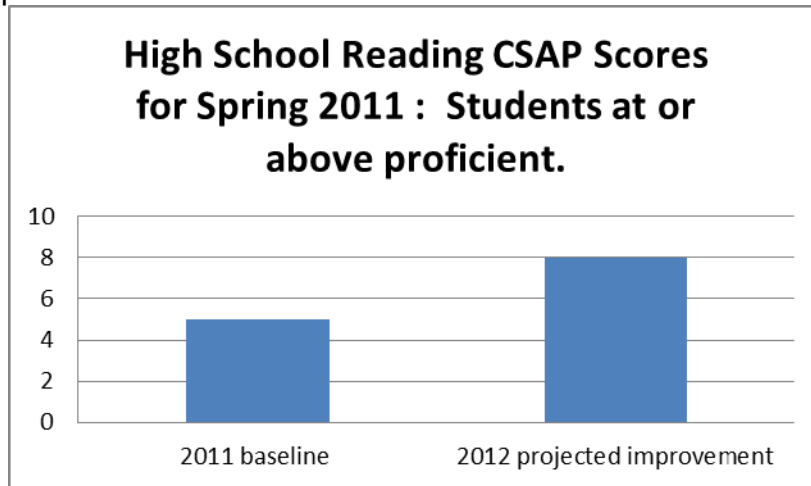


Graph #21

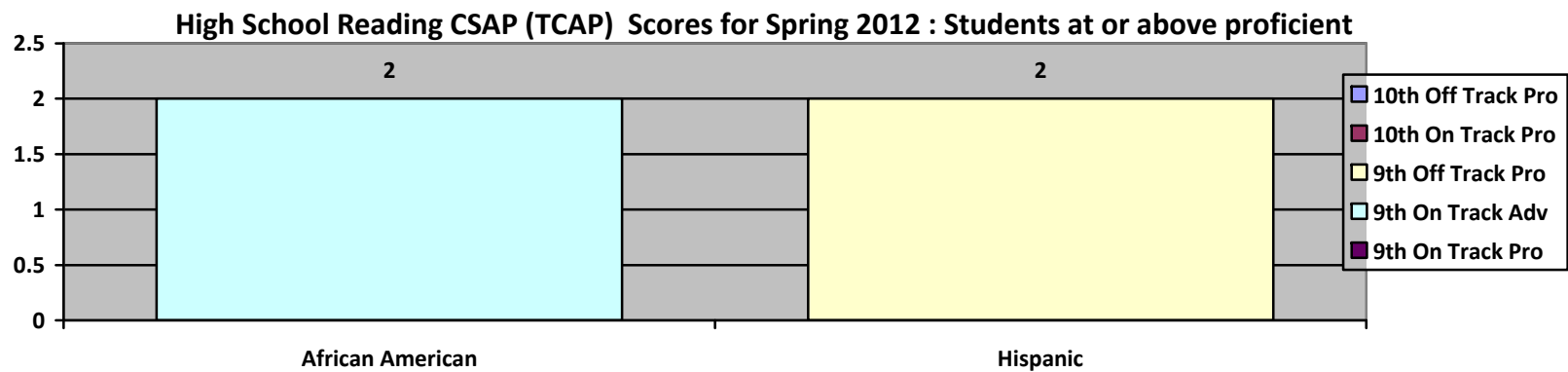


EXPLANATION: The first data point of **Graph #22 and #23** represents the number of Latino and African American High School students, five, who scored in the proficient or advanced category in Reading on the Spring, 2011 CSAP compared to 2012. The second data point of **Graph #22** represents the school target for the number of Latino and African American students, eight, scoring in the proficient or advanced category in Reading on the Spring, 2012 CSAP. In 2012 two 9th Grade On Track African American students scored proficient or above and one 9th grade off track and one 10th Grade off track Latino student scored proficient or above.

Graph #22

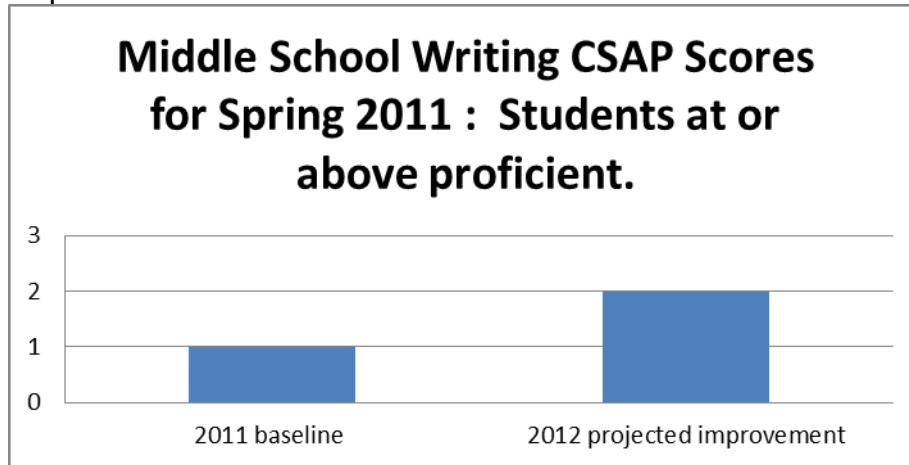


Graph #23

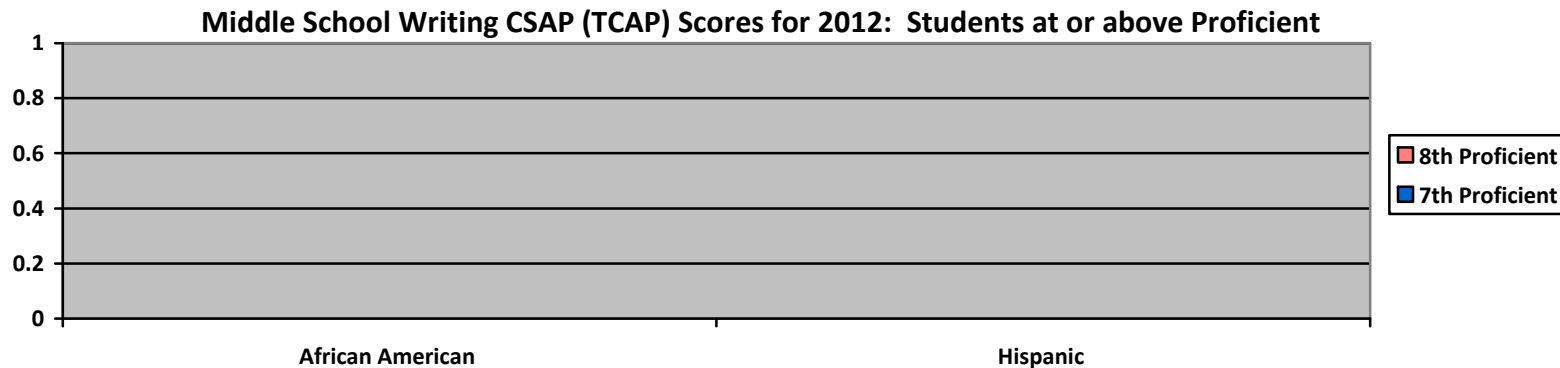


EXPLANATION: The first data point of **Graph #24 and 25** represents the number of Latino and African American Middle School students, one, who scored in the proficient or advanced category in Writing on the Spring, 2011 CSAP compared to 2012. The second data point of **Graph #24** represents the school target for the number of Latino and African American students, two, scoring in the proficient or advanced category in Writing on the Spring, 2012 CSAP. As **Graph #25** indicates, there were no African American or Latino students proficient or advanced in Spring 2012

Graph 24

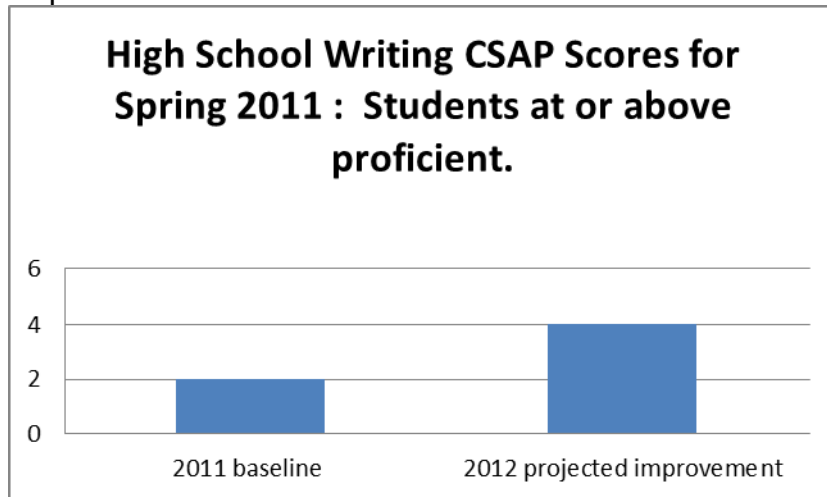


Graph #25

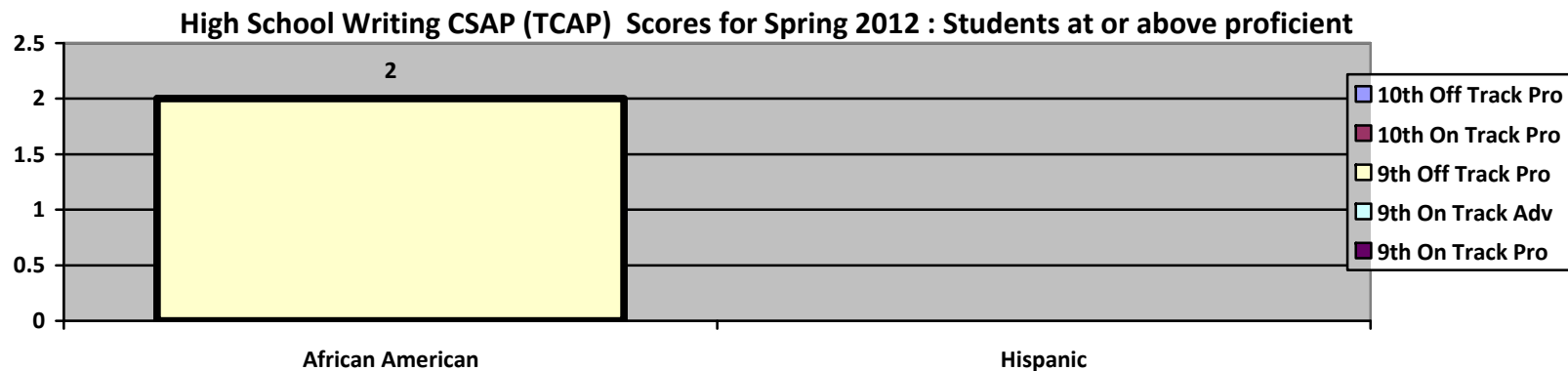


EXPLANATION: The first data point of **Graph #26 and #27** represents the number of Latino and African American High School students, two, who scored in the proficient or advanced category in Writing on the Spring, 2011 CSAP compared to 2012. The second data point of **Graph #26** represents the school target for the number of Latino and African American students, four, scoring in the proficient or advanced category in Writing on the Spring, 2012 CSAP. In 2012, as graph #27 illustrates, two 9th Grade Off Track African American students scored proficient or above and no Latino students scored proficient or above.

Graph #26

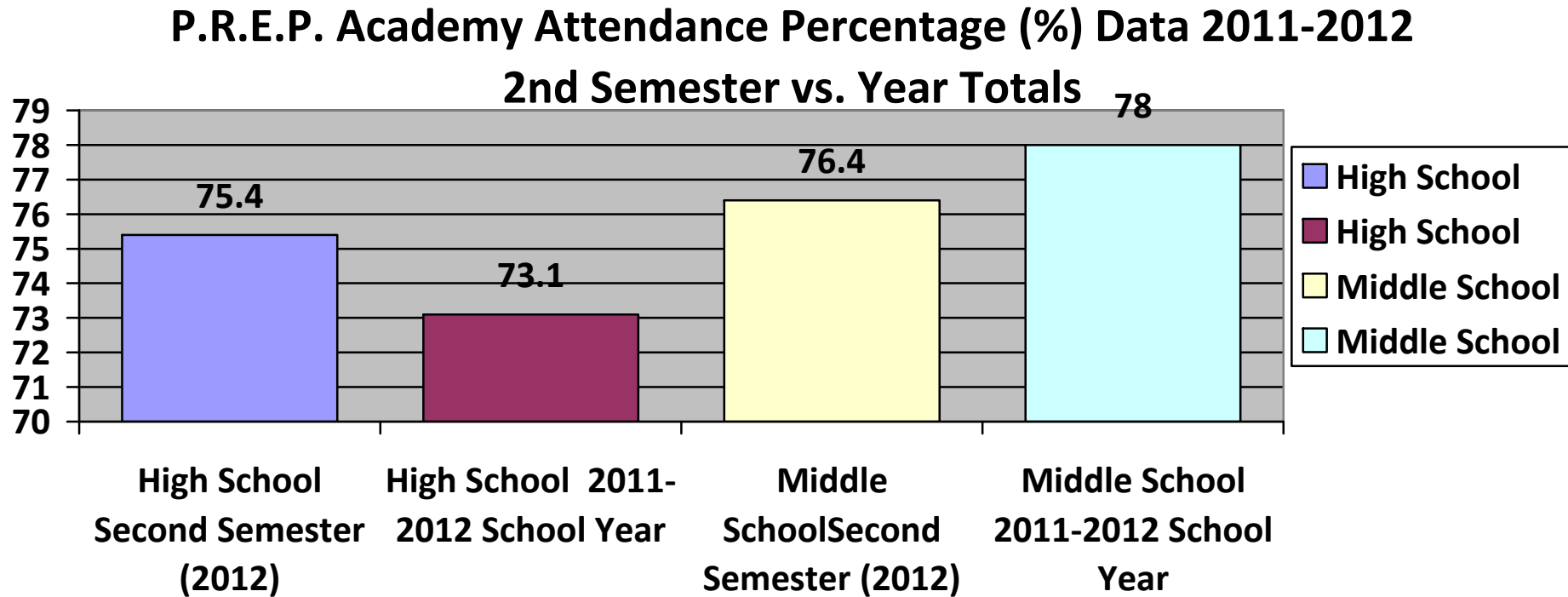


Graph #27



EXPLANATION: The first data point of **Graph #28** represents the attendance percentage for 2011 – 2012 . As graph #28 indicates the High Second Semester of 2012 demonstrated signs of attendance improving over the year total. Whereas the middle school second semester demonstrates signs of decline over the year total.

Graph #28



There are many root causes that lead to low academic achievement and high numbers of students off track on their progress toward graduation. There are varying opinions about what constitutes academic rigor. Teachers are beginning to plan collaboratively, to decide what rigor and high academic expectations look like in a particular curricular area. There hasn't been an opportunity for vertical alignment of curriculum, which could help determine rigor and set a high bar for upper level offerings. Having rigorous curriculum and assessments in junior/senior level classes would benefit students preparing for the ACT. Lessons and curriculum have begun to tie to the Common Core State Standards.

There has been only one Professional Development session dedicated to Culturally Responsive Pedagogy. PREP faculty and staff are comprised of a vastly different demographic than the clientele who attend the school. There may not be a full understanding of the learning styles of children of color, or the cultural ways in which these youth respond to directives and rules. A better understanding could prove to be a way to improve academic achievement, and to decrease the number of discipline incidents in school.

Most lessons are delivered in a one size fits all model, without adjusting content, product, or process to differentiate to meet the needs of diverse learners. Professional development in Culturally Responsive Pedagogy could help. Teachers collaborating could also be a possible solution.

Over three-quarters of the students are behind in graduation status. Students can 90 credits in a school year, and can use computerized credit recovery options to regain their on-track status.

There is only one Concurrent Enrollment in building option for students, and no Advanced Placement or Honors options.

Action Steps

Professional development focusing on differentiation and culturally relevant teaching strategies will give teachers skills to work with diverse learners. This training addresses the priority needs to increase CSAP and MAPs scores for reading, writing, and math and the disparities that exist among ethnic groups. The use of assessment data will help identify areas of specific needs so that they can be targeted and remediated.

- A key factor in increasing student achievement is the implementation of RtI strategies. Based on the MAPs assessments in reading, math, and language usage (completed by each student upon enrollment) students will be assigned to an RtI class based on greatest academic needs. Student progress will be regularly monitored to track improvement and identify changes in those needs. As a student's skills progress, he or she will be re-assigned to the appropriate intervention. Prior to the formal testing and change of placement, teachers use the TCAP frameworks in OASIS and DesCartes in MAPS to target gaps.

The school will implement a school-wide Math RtI Program for students who needs are higher in math than in reading. For students who demonstrate more of a need in reading, a school-wide Reading RtI Program will be used. Students will receive additional tutoring services in any area in which they struggle. A differentiated core curriculum will be designed to meet the Math, Reading, and Writing needs of diverse learners. Courses will work toward mastery of Core

Content Standards and Essential Learning Goals, and will align with similar ACT standards for meeting scoring targets of 4 content thresholds (21-Reading; 22-Math, 18-English; 24-Science)

Verification of Root Causes

CSAP and MAP data confirm the root cause analysis.

7.5% of returning students scored proficient or better on the Math CSAP. 15% of returning students scored proficient or better on the Reading CSAP. 3.75% of returning students scored proficient or better on the Writing CSAP.

Middle and High School students of color have gaps between 35% and 76% in all CSAP tested areas.

On MAPs tests, Middle school students' average grade level in math: 7th graders have the grade level equivalent of first grade, seventh month; 8th graders have the grade level equivalent of second grade, eighth month.

On MAPs tests, Middle school students' average grade level in reading: 7th graders have the grade level equivalent of first grade, eighth month; 8th graders have the grade level equivalent of third grade, sixth month.


On MAPs tests, High school students' average grade level in math: 9th graders have the grade level equivalent of third grade, sixth month; 10th graders have the grade level equivalent of third grade, third month; 11th graders have the grade level equivalent of third grade, fourth month; 12th graders have the grade level equivalent of third grade, third month.

On MAPs tests, High school students' average grade level in reading: 9th graders have the grade level equivalent of fourth grade, second month; 10th graders have the grade level equivalent of third grade, eighth month; 11th graders have the grade level equivalent of third grade, third month; 12th graders have the grade level equivalent of second grade, fifth month.

Parent Involvement

P.R.E.P. and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for

improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.



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)
- Addition

SCHOOL-PARENT COMPACT

School Responsibilities:

- Provide each student a safe learning environment.
- Provide high quality curriculum and instruction from highly qualified teachers in a supportive learning environment.
- Schedule student/parent/teacher conferences as needed.
- Input progress grades weekly to monitor student academic success.
- Provide twice weekly tutoring for students who are struggling academically.
- Provide at least one advisement teacher per each student. Advisor will contact parents regarding student progress regarding attendance, behavior, academics, and notify parents of upcoming school events.
- Support students in obtaining the 6 P's and 5 Attending Skills taught by the Discovery Program.
- Monitor tardies and attendance and notify families when attendance falls below 80%.

Parent/Guardian Responsibilities:

- Understand and support the time commitment needed by my child to be successful at PREP.
- Support my child in taking responsibility for regular, on time attendance, high expectations, and completing homework, and allow my child to attend Saturday School when extra support is needed.
- Promptly report all absences to the PREP Academy office.
- Update PREP with any contact information.
- Participate in school functions.
- Participate in decisions relating to my child's education.

- Promote positive use of my child's extra-curricular time.
- Stay informed about my child's education using Parent Portal and communicate with the school regularly.

Student Responsibilities:

- Consistently and regularly attend all classes and perform to the best of my ability.
- Accept responsibility for my education. Follow the 6 Ps and use my Attending Skills.
- Exhibit a positive attitude and demonstrate respect for each member of the PREP Academy community.
- Contribute to making this school a safe place to learn and grow.
- Follow the policies and guidelines of PREP Academy.
- Maintain As, Bs, or Cs in all my classes. Receive twice weekly tutoring if grades fall to Ds or Fs.
- Understand that excessive tardies and/or absences require a meeting with school staff to create a plan that may include an attendance contract.
- Monitor my progress using the Student Portal.

P.R.E.P. Academy

August 2012 – May 2013
Effective Date

Parent/Guardian(s)

Parent/Guardian(s)

Student

Date



















Colorado's Unified Improvement Plan for Alternative Education Campuses for 2012-13

Organization Code: 0880 District Name: Denver County 1 School Code: 7163 School Name: P.R.E.P. Academy SPF Year: 2012

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. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements for programs (e.g., Title I, TIG grant). For state accountability, AECs have a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on both required federal and state measures and any optional supplemental measures. 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?		
Academic Achievement (Status)	State Required Measure: TCAP/CSAP, Lectura, Escritura Description: % P+A in reading, writing, math and science. HS Expectation: Reading at/above 35.4%; Math at/above 4.4%; Writing at/above 14.6%; Science at/above 16.4% MS Expectation: Reading at/above 21.4%; Math at/above 6.2%; Writing at/above 16.7%; Science at/above 12.1%	R	% Proficient/Advanced at 60 th percentile		School's % Proficient/Advanced		Overall AEC Rating for Academic Achievement: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each content area at each level.	
			MS	HS	MS	HS		
			21.4%	35.4%	23.68%	12.05%		
			6.2%	4.4%	8.33%	2.44%		
			16.7%	14.6%	13.16%	6.10%		
12.1%	16.4%	2.44%	3.85%					
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP/TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above 50.	R	MGP at/above 50		School's MGP		Overall AEC Rating for Academic Growth: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each content area at each level.	
			50	19				
			50	22				
	MAP Growth Description: % who met growth targets in reading, mathematics, and language usage. Expectation: At/above 60%.	W	50		21			
			R	At/Above 60%		School's % Met Target		
				60%	45.32%			
				60%	48.20%			
60%	49.03%							

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?
Student Engagement	State Required Measure: Average Daily Attendance Description: Total days attended out of total days possible to attend. Expectation: % at/above 86.2%	86.2%	83.18%	Overall AEC Rating for Student Engagement: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each measure.
	Attendance Improvement Description: % of students improving their attendance from prior year Expectation: % at/above 75%	75%	42.34%	
	State Required Measure: Truancy Rate Description: Total days unexcused absent out of total days possible to attend. Expectation: Equal to or less than 7.7%	Equal to or less than 7.7%	19.10%	
	Student Satisfaction Description: % positive student response rate Expectation: % at/above 85%	85%	76.52%	
	Parent Satisfaction Description: % positive parent response rate Expectation: % at/above 85%	85%	80.49%	

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

Post Secondary/ Workforce Readiness	State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate.		At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate	School's Completion Rate		Overall AEC Rating for Post Secondary Readiness: Approaching * Consult your AEC School Performance Framework for the ratings for each measure.	
			55.4%	56.86%			
	Completion Rate Change Description: Increase in % of students completing Expectation: Change At/Above 2% using same year as best-of for prior year		Change At/Above 2% using same year as best-of for prior year	School's Completion Rate Change			
			2%	-33.89%			
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: Below 11.4%.		Below 11.4%	School's Dropout Rate			
			Less than 11.4%	2.97%			
	Dropout Rate Change Description: Decrease in % of students dropping out Expectation: At/Above 4%		At/Above 4%	School's Dropout Rate Change			
			2%	-6.03%			
	State Required Measure: ACT Average Score by Content Area Description: ACT average score in reading, math, English, and science Expectation: Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7			Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7	ACT Average Score		
			R	15.9	(null)		
		M	14.8	(null)			
		E	13.7	(null)			
		S	15.7	(null)			

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited On Probation (CDE=Turnaround)	For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I [Schoolwide/Targeted Assistance] program must complete the [Schoolwide/Targeted Assistance] addendum. Schools identified under another program (e.g., state accountability, Title I Focus School) 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	In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
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.	Contact DAP/SIP	In addition to the general requirements, TIG schools are expected to align activities funded through the grant with overall school improvement efforts in the UIP. All TIG activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
Improvement Support Partnership (ISP) or TDIP	Competitive Title I grant to support district improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Contact DAP/SIP	[If NOT a grantee] n/a [If a grantee] In addition to the general requirements, the school is expected to align activities funded through the grant with overall school improvement efforts in the UIP. All grant activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp

Section II: Improvement Plan Information

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

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?	Yes (Expelled and At-Risk Student Services Grant) Approved June 13, 2012
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	June 30, 2013
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

Additional Information about the School

Improvement Plan Information

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

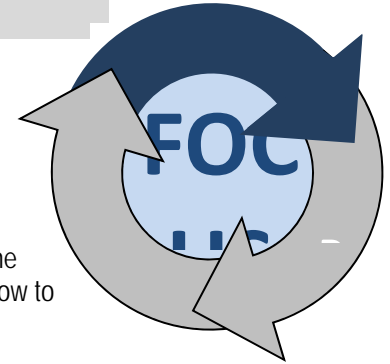
- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jamie Lofaro Principal
	Email	Jamie_Lofaro@dpsk12.org
	Phone	720-424-8454
	Mailing Address	2727 Columbine St Denver CO 80205
2	Name and Title	Dr. Amy McDiarmid School Psychologist
	Email	Amy_McDiarmid@dpsk12.org
	Phone	720-424-8451
	Mailing Address	2727 Columbine St Denver CO 80205

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

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The goals were as follows:	MS	HS
	MS	Reading Met +2.28%	Did not meet -23.35%
	HS	Math Met +2.13%	Did not meet -2%
	Reading 21.4 %	Writing Did not meet -3.5%	Did not meet -8.5%
	Math 6.2%	Science Did not meet -9.66%	Did not meet -12.55%
	Writing 16.7%		
	Science 12.1%		
Academic Growth	MGP was expected to be at or above 50	Did not meet	Due to the structure of our school program, several students were accounted for in regards to testing and results. However, several students accounted for returned to their home school prior to testing.
	For the subjects	School MGP was	For Status
	Reading	19 in Reading	Middle School targets in reading and math were met. At the semester, students were grouped by mastery of Essential Learning Goals instead of by grade level.
	Math	22 in Math	High School targets in reading and math were not met. School-wide data team focus was on writing as opposed to content area focus.
	Writing	21 in Writing	

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.
	Student MAP Growth was expected to be at or above 60% in the subjects of Reading Math Writing	Did not meet. School's Growth was: 45.32 in Reading 48.20 in Math 49.03 in Language Arts	Neither Middle School nor High School met writing targets. Inconsistent use of CDE writing rubric. Emphasis placed on paragraph format rather than drawing evidence from text. High School targets in science were not met. School-wide data team focus was on writing as opposed to content area focus.
Student Engagement			
Post Secondary Readiness	Of 10 students taking the test in April, 2013, all will score a minimum of 15 on a composite total. 6 of 10 will meet at least 2 of the 4 content thresholds (21-Reading; 22-Math, 18-English; 24-Science)	Did not meet. Because the school did not have a minimum of 16 students testing a target score was not recorded. However the average ACT test scores for P.R.E.P. for the 2011-2012 school year was 13.2.	Students fell below the threshold for all four areas of the ACT. There was not a structured ACT Prep class built within in the school day during the 11-12 school year. ACT practice was voluntary for students.

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><u>BASELINE MAPS DATA: FALL, 2012</u></p> <p>Middle School Math</p> <p>6th Grade:</p> <p>50% (1/2) Performing at Grade Level or Above</p> <p>Math average grade level=5</p> <p><i>There were no 6th graders attending PREP during the fall testing window in 2011. The current 6th graders test closer to a grade level average than any of the other tested grades.</i></p> <p>7th Grade:</p> <p>0% (0/1) Performing at Grade Level or Above (0%)</p> <p>Math average grade level=2 (1.7)</p> <p><i>Only one 7th grader was enrolled during the fall, 2012 testing window. The</i></p>	<p>PPC #1</p> <p>10/67 returning students scored proficient or better on the 2012 Math MAPS</p> <p>PPC #2</p> <p>15/67 returning students scored proficient or better on the 2012 Reading MAPS</p>	<ul style="list-style-type: none"> Rigor was address last school year and has improved, however it is a work in progress and several methods have been structured through professional development to continue raising the standards as it pertains to rigor in each classroom. The opportunity for teacher collaboration and vertical alignment is still a concern. A process to address this concern and has been implemented along with allowing teachers to visit other classrooms on and off campus. (PPC #1, 2) Teacher training in reading and math intervention strategies has improved from last school year. Ongoing Professional Development has aided in this process as well. The development of these process are slowly taking effect, however there is still work to be completed. There is not consistent use of data to drive instructional interventions. Teachers have begun looking at TCAP frameworks in OASIS and DesCartes in MAPS to target gaps. (PPC #1, 2) There is still a concern about the one size fits all model. Concerns in regards to a one size fits all model, without adjusting content, product, or process to differentiate to meet the needs of diverse learners has been addressed

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>student's score was slightly above the 7th grade average in 2011, when 10 tested. There were not any students scoring at grade level in the 7th grade in either 2011 or 2012.</i></p> <p>8th Grade:</p> <p>0% (0/6) Performing at Grade Level or Above (0%)</p> <p>Math average grade level=3.1 (2.8)</p> <p><i>Six 8th grade students were enrolled during the fall, 2012 testing window. Their scores were slightly above the 8th grade average in 2011, when 27 tested. There were not any students scoring at grade level in the 8th grade in either 2011 or 2012.</i></p> <p><u>BASELINE MAPS DATA: FALL, 2012</u></p> <p>6th Grade:</p> <p>50% (1/2) Performing at Grade Level or Above</p> <p>Reading average grade level=6</p> <p><i>There were no 6th graders attending PREP during the fall testing window in 2011. The current 6th graders test at a grade</i></p>		<p>in Professional Development meetings, subject area meetings and one on one with each individual teacher . Implementation will be monitored and improved, as needed over the course of the school year (PPC #1, 2)</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>level average. No other grade levels scored an average at grade level.</i></p> <p>Middle School Reading</p> <p>7th Grade:</p> <p>0% (0/1) Performing at Grade Level or Above (0%)</p> <p>Reading average grade level=2 (1.8)</p> <p><i>Only one 7th grader was enrolled during the fall, 2012 testing window. The student's score was slightly above the 7th grade average in 2011, when 10 tested. There were not any students scoring at grade level in the 7th grade in either 2011 or 2012.</i></p> <p>8th Grade:</p> <p>17% (1/6) Performing at Grade Level or Above (0%)</p> <p>Reading average grade level=4 (3.6)</p> <p><i>Six 8th grade students were enrolled during the fall, 2012 testing window. Their scores were slightly above the 8th grade average in 2011, when 27 tested. There was an increase in the number of</i></p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;"><i>students scoring at grade level in 2012.</i></p> <p><u>BASELINE MAPS DATA: FALL, 2012</u></p> <p>High School Math</p> <p>9th Grade:</p> <p>14% (4/28) Performing at Grade Level or Above (7%)</p> <p>Math average grade level=5.1 (3.6)</p> <p><i>Twenty-eight 9th grade students were enrolled during the fall, 2012 testing window. Their scores were 1.5 grade levels above the 9th grade average in 2011, when 41 tested. There was an increase in the number of students scoring at grade level in 2012.</i></p> <p>10th Grade:</p> <p>24% (4/17) Performing at Grade Level or Above (0%)</p> <p>Math average grade level=6 (3.3)</p> <p><i>Seventeen 10th grade students were enrolled during the fall, 2012 testing</i></p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>window. Their scores were 2.7 grade levels above the 10th grade average in 2011, when 10 tested. There was an increase in the number of students scoring at grade level in 2012.</i></p> <p>11th Grade</p> <p>14% (1/7) Performing at Grade Level or Above (0%)</p> <p>Math average grade level=5.3 (3.4)</p> <p><i>Seven 11th grade students were enrolled during the fall, 2012 testing window. Their scores were 1.9 grade levels above the 11th grade average in 2011, when the same amount of students tested. There was an increase in the number of students scoring at grade level in 2012.</i></p> <p>12th Grade</p> <p>0% (0/6) Performing at Grade Level or Above (0%)</p> <p>Math average grade level=4.3 (3.3)</p> <p><i>Six 12th grade students were enrolled during the fall, 2012 testing window. Their scores was 1 grade level above the 12th grade average in 2011, when five</i></p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>students tested. There was no change in the number of students scoring at grade level in 2012.</i></p> <p><u>BASELINE MAPS DATA: FALL, 2012</u></p> <p>High School Reading</p> <p>9th Grade:</p> <p>25% (7/28) Performing at Grade Level (17%)</p> <p>Reading average grade level=6.9 (4.2)</p> <p><i>Twenty-eight 9th grade students were enrolled during the fall, 2012 testing window. Their scores were 2.7 grade levels above the 9th grade average in 2011, when 41 tested. There was an increase in the number of students scoring at grade level in 2012.</i></p> <p>10th Grade:</p> <p>24% (4/17) Performing at Grade Level (10%)</p> <p>Reading average grade level=6.2 (3.8)</p> <p><i>Seventeen 10th grade students were enrolled during the fall, 2012 testing window. Their scores were 2.4 grade</i></p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>levels above the 10th grade average in 2011, when 10 tested. There was an increase in the number of students scoring at grade level in 2012.</i></p> <p>11th Grade</p> <p>0% (0/7) Performing at Grade Level or Above (0%)</p> <p>Reading average grade level=5.8 (3.3)</p> <p><i>Seven 11th grade students were enrolled during the fall, 2012 testing window. Their scores were 2.5 grade levels above the 11th grade average in 2011, when the same amount of students tested. There was no change in the number of students scoring at grade level in 2012.</i></p> <p>12th Grade</p> <p>33% (2/6) Performing at Grade Level or Above (0%)</p> <p>Reading average grade level=5.3 (2.5)</p> <p><i>Six 12th grade students were enrolled during the fall, 2012 testing window. Their scores were 2.8 grade levels above the 12th grade average in 2011, when five students tested. There was an increase in</i></p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>the number of students scoring at grade level in 2012.</i></p>		
Academic Growth	<p><u>BASELINE CSAP DATA FOR RETURNING STUDENTS: SPRING, 2012</u></p> <p><u>MATH</u> 7th Grade-0/11 proficient on 6th grade test-0%-2012 0/10=0%-2011 <i>There were not any students scoring at grade level in either 2011 or 2012.</i></p> <p>8th Grade-1/5 proficient on 7th grade test-20%-2012 5/27=18.5%-2011</p>	<p>PPC #3</p> <p>5/67 returning students scored proficient or better on the 2012 Math CSAP.</p> <p>14/67 returning students scored proficient or better on the 2012 Reading CSAP.</p> <p>2/67 returning students scored proficient or better on the 2011 Writing CSAP</p>	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>The number of students from whom to draw data is significantly lower in 2012 than 2011. There was a slight increase in the percentage of proficient students in 2012.</i></p> <p>9th Grade-0/10 (on track) proficient on 8th grade test-0%-2012 0/15=0%-2011 <i>There were not any on track students scoring at grade level in either 2011 or 2012.</i></p> <p>9th Grade-1/10 (on track) advanced on 8th grade test-10%-2012 1/15=7.5%-2011 <i>The number of students from whom to draw data is lower in 2012 than 2011. There was a slight increase in the percentage of advanced students in 2012.</i></p> <p>9th Grade-0/12 (off track) proficient on 9th grade test-0%-2012 0/19=0%-2011 <i>There were not any off track students scoring at grade level in either 2011 or 2012.</i></p>	<p>PPC #4 MATH: For Latino and African American students: 0/9 Middle School students and 2/58 High School students are proficient or above</p> <p>READING: For Latino and African American students: 0/9 Middle School students and 4/58 High School students are proficient or above</p> <p>WRITING: For Latino and African American students: 0/9 Middle School students and 2/58 High School students are proficient or above</p>	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>10th Grade-3/10 (on track) proficient on 9th grade test-30%-2012</p> <p style="color: red; text-align: center;">0/2=0%-2011</p> <p style="text-align: center;"><i>The number of students from whom to draw data is higher in 2012 than 2011. There was a 30% increase in the percentage of proficient students in 2012.</i></p> <p>10th Grade-0/4 (off track) proficient on 10th grade test-0%-2012</p> <p style="color: red; text-align: center;">0/7=0%-2011</p> <p style="text-align: center;"><i>There were not any off track students scoring at grade level in either 2011 or 2012.</i></p> <p><u>BASELINE CSAP DATA FOR RETURNING STUDENTS: SPRING, 2011</u></p> <p>READING</p> <p>7th Grade-0/1 proficient on 6th grade test-0%-2012</p> <p style="color: red; text-align: center;">0/10=0%-2011</p> <p style="text-align: center;"><i>There were not any students scoring at grade level in either 2011 or 2012.</i></p> <p>8th Grade-1/4 proficient on 7th grade test-25%-2012</p> <p style="color: red; text-align: center;">6/27=22%-2011</p> <p style="text-align: center;"><i>The number of students from whom to draw data is significantly lower in 2012</i></p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><i>than 2011. There was a slight increase in the percentage of proficient students in 2012.</i></p> <p>9th Grade-2/10(on track) proficient on 8th grade test-20%-2012 <i>3/15=20%-2011</i> <i>The number of students from whom to draw data is lower in 2012 than 2011.</i> <i>There was a slight increase in the percentage of proficient students in 2012.</i></p> <p>9th Grade-1/13 (off track) proficient on 9th grade test-7.7%-2012 <i>2/19=10.5%-2011</i> <i>The number of students from whom to draw data is lower in 2012 than 2011.</i> <i>There was a slight decrease in the percentage of advanced students in 2012.</i></p> <p>10th Grade-2/10 (on track) proficient on 9th grade test-20%-2012 <i>0/2=0%-2011</i> <i>The number of students from whom to draw data is higher in 2012 than 2011.</i> <i>There was a 20% increase in the percentage of proficient students in 2012.</i></p> <p>10th Grade-0/4 (off track) proficient on 10th grade</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>test-0%-2012</p> <p><i>1/7=7%-2011</i></p> <p><i>The number of students from whom to draw data is lower in 2012 than 2011. There were no proficient off track students in 2012, a 7% decrease from 2011.</i></p> <p><u>BASELINE CSAP DATA FOR RETURNING STUDENTS: SPRING, 2012</u></p> <p>WRITING</p> <p>7th Grade-0/1 proficient on 6th grade test-0%-2012</p> <p><i>0/10=0%-2011</i></p> <p><i>There were not any students scoring at grade level in either 2011 or 2012.</i></p> <p>8th Grade-0/5 proficient on 7th grade test-0%-2012</p> <p><i>1/27=4%-2011</i></p> <p><i>The number of students from whom to draw data is significantly lower in 2012 than 2011. There were no proficient students in 2012, a 4% decrease in the percentage of proficient students in 2012.</i></p> <p>8th Grade-1/5 advanced on 7th grade test-20%-2012</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>0/27=0%-2011 <i>The number of students from whom to draw data is significantly lower in 2012 than 2011. There were no advanced students in 2011, one in 2012.</i></p> <p>9th Grade-2/10 (on track) proficient on 8th grade test-20%-2012 1/15=7.5%-2011 <i>The number of students from whom to draw data is lower in 2012 than 2011. There was an increase in the percentage of proficient students in 2012.</i></p> <p>9th Grade-0/12 (off track) proficient on 9th grade test-0%-2012 1/19=5%-2011 <i>The number of students from whom to draw data is lower in 2012 than 2011. There were no proficient students in 2012, one in 2011.</i></p> <p>10th Grade-0/10 (on track) proficient on 9th grade test-0%-2012 0/2=0%-2011 <i>There were not any on track students scoring at grade level in either 2011 or 2012.</i></p> <p>10th Grade-0/4 (off track) proficient on 10th grade</p>		





Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>test-0%-2012</p> <p>0/7%-2011</p> <p><i>There were not any off track students scoring at grade level in either 2011 or 2012.</i></p>		
Student Engagement	<p>Middle School</p> <p><u>AVERAGE DAILY ATTENDANCE FOR 2009-2010=74%</u></p> <p><u>AVERAGE DAILY ATTENDANCE FOR 2010-2011=76%</u></p> <p><u>AVERAGE DAILY ATTENDANCE FOR 2011-2012=76%</u></p> <p>High School</p> <p><u>ATTENDANCE IMPROVEMENT FOR 2009-2010=52.6%</u></p> <p><u>ATTENDANCE IMPROVEMENT FOR 2010-2011=67%</u></p> <p><u>ATTENDANCE IMPROVEMENT FOR 2011-2012=42%</u></p> <p><u>OVERALL SCHOOL AVERAGE DAILY ATTENDANCE FOR 2011-2012 improved by 42.34%. The threshold for improvement was 75%</u></p> <p><u>STUDENT SATISFACTION FOR 2010-2011=70%</u></p> <p><u>STUDENT SATISFACTION FOR 2011-2012=76.52%</u></p>	<p>PP 1: The threshold for average daily attendance is 86%</p> <p>PP 2: The threshold for attendance improvement is 50%</p> <p>PP 3: The threshold for positive student responses on the Student Satisfaction Survey is 85% Although the school improved to 76.52% we are still striving to achieve the 85% threshold.</p>	<p>A concern expressed in the prior school year is the consistency in which we communicate student attendance to parents. Proper steps have been developed. The root cause is implementation and frequency (PP 1, 2)</p> <p>Methods of following up with surveys continues to be a problem. However a system in place to follow up with students will include information being sent home with progress reports and / or report cards. (PP 3)</p> <p>The student voice pipeline is directed through the School's Student Council. Efforts to gather feedback from the general student body is improving through student conversation with the faculty. There are still areas that require improvement. One in particular is how to consistently gather and measure this data (PP 3)</p>
Post Secondary &	Of 10 students taking the test in April, 2013, all will score a minimum of 15 on a composite total. 6 of		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Workforce Readiness	10 will meet at least 2 of the 4 content thresholds (21-Reading; 22-Math, 18-English; 24-Science)		
	<p><u>ACT DATA FOR SPRING, 2011:</u> 11 students scored an average of 14.5</p> <p><u>ACT DATA FOR SPRING, 2012:</u> 9 students scored an average of 13.2</p> <p><u>ON TRACK TO GRADUATE:</u> Class of 2013: 21% (4/19) Class of 2014: 7% (1/14) Class of 2015: 24% (5/21)</p>	<p><u>PPC #5</u> Less than one quarter of high school students are on track to graduate</p> <p><u>PPC #6</u> Past data indicates PREP students score well below the District ACT Average of 20.</p>	<ul style="list-style-type: none"> • Students earned credits has increased to 90 in a school year, however, responding to student behavior and attendance issues continue to hinder efforts to catch students up on credits. (PPC #1) • Concurrent Enrollment in building option for students has increased, but we are still in a position where no Advanced Placement or Honors options are present for our students. (PPC #2) • Rigor was address last school year and has improved, however it is a work in progress and several methods have been structured through professional development to continue raising the standards as it pertains to rigor in each classroom. The opportunity for teacher collaboration and vertical alignment is still a concern. A process to address this concern and has been implemented along with allowing teachers to visit other classrooms on and off campus. (PPC #1, 2)

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>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).</p>		<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, district average) to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p>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.</p>
<p>Narrative:</p> <p>Narrative:</p> <p>Trend and Priority Needs</p> <p>PREP Center opened in 1999 as a placement for students in lieu of expulsion, and gave students a chance to refocus their behavior by addressing socio-emotional needs. The program began serving students in grades 9-12, and was later expanded to include grades 6 – 8. Due to budget constraints, the program was scaled back to grades 6-9.</p> <p>Emerson Street School opened in the 1996-1997 school year with the cooperation and support of multiple agencies: Denver Public Schools (DPS); Juvenile Justice System-County Probation; Mental Health; and the Denver Department of Human Services. The school served students from probation and DDHS students to evaluate whether through intensive services, the school could meet student need, or if day or residential treatment was needed. The school evolved to include expelled students as required by state law.</p> <p>In the 2010-2011 school year, PREP and Emerson were combined at PREP in an effort to streamline services and expand the programs. At the same time, several programs were added including a program exclusively for expelled students, Scholars Continuing to College to re-engage previous drop-outs, as well as credit and unit recovery options.</p> <p>Beginning in the 2011-2012 school year, PREP Center and Emerson Street were combined to create a new school called P.R.E.P. Academy (Personalized Rigorous Education Program). This now operates as a 6-12 school. Though the SCC program has been dropped in favor of a district-wide GED program, P.R.E.P. Academy continues its commitment to serving students who have struggled in the traditional classroom, including those who have been expelled.</p> <p>To better serve the students, the school has added a Student Council to increase student buy-in and voice, and expanded teacher led curricular offerings to replace those previously only offered through online or off-site placements, to allow students access to a full range of academic options on campus. Students have the opportunity through concurrent enrollment, partnering with Emily Griffith Opportunity School and CEC Middle College. In an effort to engage both students and parent, P.R.E.P. Academy will be implementing student and parent access to Infinite Campus. We have also created a school website that includes photographs, a calendar of events, and links to important student and parent resources.</p>								

Until the 2011-2012 school-year, P.R.E.P. Academy operated as multiple entities. One was able to draw true data for each of the four schools, however, it wasn't feasible to combine the data into clean figures. For example, 9th graders were potentially enrolled in three of the four schools housed at P.R.E.P. With the opening of P.R.E.P. under one school, it was determined that the best data samples would come from currently enrolled students. Therefore, MAPS data from the Fall of 2011 and Spring 2011 CSAP data was used to establish baseline data information for growth and status. The 2012 TCAP data for current students is used to determine the Academic Achievement Gaps.

Student enrollment to begin the 2012-2013 was significantly lower (-37 students) than 2011-2012 enrollment. There continues to be significant deficiencies in all TCAP and MAP tested areas.

On the Spring, 2011 CSAP test, the percent of students scoring proficient or above was 6% (6/95) in math, 13% (12/95) in reading, and 3% (3/95) in writing.

Similar numbers appear on the Spring, 2012 TCAP test. The percent of students scoring proficient or above was 8% (6/62) in math, 8% (12/62) in reading, and 5% (3/62) in writing.

MAPS data provides similar academic deficits. Baseline grade level equivalents in the first testing window of 2011 were as follows:

MATH

- Grade 7-first grade, seven months
- Grade 8-second grade, eight months
- Grade 9-third grade, six months
- Grade 10- third grade, three months
- Grade 11- third grade, four months
- Grade 12- third grade, three months

READING

- Grade 7-first grade, eight months
- Grade 8-third grade, six months
- Grade 9-fourth grade, two months
- Grade 10- third grade, eight months
- Grade 11- third grade, three months
- Grade 12- second grade, five months

Baseline grade level equivalents in the first testing window of 2012 were as follows:

MATH

- Grade 7-second grade
- Grade 8-third grade, one month
- Grade 9-fifth grade, one month

- Grade 10- sixth grade
- Grade 11- fifth grade, three months
- Grade 12- fourth grade, three months

READING

- Grade 7- second grade
- Grade 8-fourth grade
- Grade 9-sixth grade, nine months
- Grade 10- sixth grade, two months
- Grade 11- fifth grade, eight months
- Grade 12- fifth grade, grade months

Using these scores, P.R.E.P. staff can more accurately pinpoint individual student need and track growth. Our goal is to meet the state student requirements in three years as mandated by Denver Public Schools. In an attempt to meet these goals, P.R.E.P. has implemented a rigorous Response to Intervention (RtI) program based on student data. For the 2012-2013 school-year, a full time reading interventionist and full time math interventionist were hired. Both interventionists are responsible for regularly assessing students, meeting one on one with students, providing assistance to students outside of the school-wide intervention block, and assisting teachers with accessing and utilizing student data to make informed instructional decisions.

The attendance goal school-wide for 2012-2013 is to maintain a minimum attendance rate of 80% or greater for each grade level. At the Universal Level, advisement teachers call home weekly to inform parents of student progress. Weekly attendance for each grade level is posted. The Attendance Team meets weekly to determine which students are fall under the 80% attendance threshold. The Student Board Representatives have designed an incentive based program to target the students with the poorest attendance rate. They work in partnership with the Attendance Team. Court actions are submitted when appropriate. There is a rewards system in place for students with the highest attendance rate, those with the greatest improvement in rate of attendance, and for the homeroom with the highest overall attendance.

In an effort to engage both students and parent, P.R.E.P. Academy will continue student and parent access to Infinite Campus.

PREP will continue its efforts to provide a quality education to all of its students. The current TCAP and MAP data, along with the huge academic achievement gaps, demonstrates the need for more services for students. Data also indicate high numbers of students off track to graduate, and ACT scores well below the district average. Graphic representation in the following section reiterates the academic challenges of the students at PREP.

In 2012-2013, PREP implemented the Discovery Program curriculum with all students. Most returning students were exposed to the curriculum in a condensed format. Targeted returning students, and all students new to PREP will receive a 6 week intensive course. The Discovery Program is broken up into six units: Effective Groups; Anger Management; Communication Skills; Assertiveness Training; Problem Solving; and Conflict Resolution. All units build upon each other with the end goal of giving students social and coping skills to succeed in school, at home, in the workplace, and in society in general.

PREP uses and RtI tracking tool to more closely monitor student progress. A team of administrators and support staff will be dedicated solely to middle school students. Another team dedicated solely to high school students. An RtI Coordinator will help track effectiveness of academic interventions and report that data to the school district.

PREP has expanded curricular offerings to give students the opportunity to earn more credit during the school year. Off track students will have the chance to catch up on credits with the potential to graduate with their original graduating class. On track students can get ahead and then access concurrent enrollment opportunities.

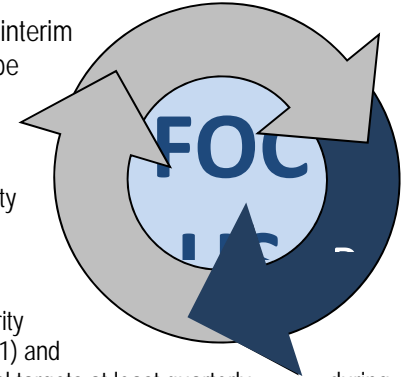
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
			2012-13	2013-14		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura R	MS 23.68 HS 12.05	MS 46.7 HS 35.4	<p>Increasing student growth to meet district benchmarks in those categories not met.</p> <p>Continue to strive for the next level of growth in those categories that were met.</p> <p>Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.</p>	<p><u>District Course Assessments administered 3 times: Sept, 2012, Dec, 2012, May, 2013.</u></p> <p><u>12-13: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2012, Dec, 2012, Mar/June, 2013.</p> <p><u>12-13: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2012 and Feb, 2013</p> <p><u>12-13: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for math or reading intervention classes.</p> <p><u>12-13: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p>	<p>Implement a school-wide Reading Rtl program. (Strategy 2)</p> <p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>

						<p><u>12-13: Level set for ACHIEVE 3000 reading intervention program-Jan, 2013</u></p> <p><u>12-13: 2 times weekly, ACHIEVE 3000 program used for reading intervention</u></p> <p><u>13-14: MAPS administered in reading, language usage, and math 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014</u></p> <p><u>13-14 Level set for ACHIEVE 3000 reading intervention program-Aug, 2013</u></p> <p><u>13-14: 2 times weekly, ACHIEVE 3000 program used for reading intervention</u></p> <p><u>13-14: Benchmark MAPS test administered mid-term each semester: Oct, 2013 and Feb, 2014</u></p> <p><u>13-14: Test scores disseminated to all teachers one week after collection of data. Data used to inform</u></p>
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						<p>instruction and as a measure for reading intervention classes.</p> <p><u>13-14: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p>	
		M	MS 8.33 HS 2.44	MS 10 HS 4.4	<p>Increasing student growth to meet district benchmarks in those categories not met strive for the next level of growth in those categories that were met.</p> <p>Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.</p>	<p><u>District Course Assessments administered 3 times: Sept, 2012, Dec, 2012, May, 2013.</u></p> <p><u>12-13: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2012, Dec, 2012, Mar/June, 2013.</p> <p><u>12-13: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2012 and Feb, 2013</p> <p><u>12-13: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for math intervention built into individualized learning</p>	<p>Implement a school-wide Math RtI program. (Strategy 1)</p> <p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>

						<p>during math classes.</p> <p><u>12-13: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p><u>12-13: Middle school math intervention</u> minimum of two times weekly</p> <p><u>13-14: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014.</p> <p><u>13-14: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2013 and Feb, 2014</p> <p><u>13-14: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for math intervention built into individualized learning during math classes.</p> <p>13-14: Teacher made</p>
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					<p><u>assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p><u>13-14: Middle school math</u> intervention minimum of two times weekly</p> <p><u>13-14: Math Tutoring Model</u> to deliver added support in intervention classes</p>		
		W	MS 13.16 HS 6.10	MS 16.7 HS 14.6	<p>Increasing student growth to meet district benchmarks in those categories not met & strive for the next level of growth in those categories that were met.</p> <p>Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.</p>	<p><u>District Course Assessments administered 3 times: Sept, 2012, Dec, 2012, May, 2013.</u></p> <p><u>12-13: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2012, Dec, 2012, Mar/June, 2013.</p> <p><u>12-13: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2012 and Feb, 2013</p> <p><u>12-13: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform</p>	<p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>

					<p>instruction and as a measure for reading intervention classes.</p> <p><u>12-13: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p><u>13-14: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014.</p> <p><u>13-14: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2013 and Feb, 2014</p> <p><u>13-14: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for reading intervention classes.</p> <p><u>13-14: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor</p>	
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						progress	
		S	MS 2.44 HS 3.85	MS 12.1 HS 16.4	<p>Increasing student growth to meet district benchmarks in those categories not met & strive for the next level of growth in those categories that were met.</p> <p>Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.</p>	<p><u>12-13: District Course Assessments</u> administered 3 times: Sept, 2012, Dec, 2012, May, 2013.</p> <p><u>12-13: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2012, Dec, 2012, Mar/June, 2013.</p> <p><u>12-13: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2012 and Feb, 2013</p> <p><u>12-13: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for reading intervention classes.</p> <p><u>12-13: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p><u>13-14: District Course</u></p>	<p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>

						<p><u>Assessments</u> administered 3 times: Sept, 2013, Dec, 2013, May, 2014.</p> <p>13-14: <u>MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014.</p> <p>13-14: <u>MAPS</u> administered in science 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014.</p> <p>13-14: <u>Benchmark MAPS</u> test administered mid-term each semester: Oct, 2013 and Feb, 2014</p> <p>13-14: <u>Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for reading intervention classes.</p> <p>13-14: <u>Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p>
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	Optional Supplemental Measure(s)						
Academic Growth	Median Student Growth Percentile (TCAP)	R	19	Increase % to 50	Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.	<p><u>12-13: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2012, Dec, 2012, Mar/June, 2013.</p> <p><u>12-13: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2012 and Feb, 2013</p> <p><u>12-13: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for reading intervention classes.</p> <p><u>12-13: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p><u>12-13: Level set for ACHIEVE 3000</u> reading intervention program-Jan, 2013</p> <p><u>12-13: 2 times weekly,</u></p>	<p>Implement a school-wide Reading Rtl program. (Strategy 2)</p> <p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>

						<p>ACHIEVE 3000 program used for reading intervention</p> <p>4 content thresholds (21-Reading; 22-Math, 18-English; 24-Science)</p> <p><u>12-13: ORF (Oral Reading Fluency)</u> for frequent progress monitoring: August, 2012; October, 2012, December, 2012; February, 2013; April, 2013.</p> <p><u>12-13: MAZE (Reading comprehension)</u> for frequent progress monitoring: August, 2012; October, 2012, December, 2012; February, 2013; April, 2013.</p> <p><u>12-13: Data from ORF and MAZE</u> disseminated to Reading Intervention Teachers as markers of progress. Also used to move students into intervention classes within the RtI tiered block.</p> <p><u>13-14: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014.</p>
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						<p><u>13-14: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2013 and Feb, 2014</p> <p><u>13-14: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for reading intervention classes.</p> <p><u>13-14: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p><u>13-14: Level set for ACHIEVE 3000</u> reading intervention program-Aug, 2013</p> <p><u>13-14: 2 times weekly,</u> ACHIEVE 3000 program used for reading intervention</p> <p><u>13-14: ORF (Oral Reading Fluency)</u> for frequent progress monitoring: August, 2013; October,</p>
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						<p>2013, December, 2013; February, 2014; April, 2014.</p> <p><u>13-14: MAZE (Reading comprehension)</u> for frequent progress monitoring: August, 2013; October, 2013, December, 2013; February, 2014; April, 2014.</p> <p><u>13-14: Data from ORF and MAZE</u> disseminated to Reading Intervention Teachers as markers of progress. Also used to move students into intervention classes within the RtI tiered block</p>	
		M	22	Increase % to 50	<p>Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.</p>	<p><u>District Course Assessments administered 3 times: Sept, 2012, Dec, 2012, May, 2013.</u></p> <p><u>12-13: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2012, Dec, 2012, Mar/June, 2013.</p> <p><u>12-13: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2012 and Feb, 2013</p>	<p>Implement a school-wide Math RtI program. (Strategy 1)</p> <p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>

						<p><u>12-13: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction and as a measure for math intervention built into individualized learning during math classes.</p> <p><u>12-13: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p><u>12-13: Middle school math intervention</u> minimum of two times weekly</p> <p><u>13-14: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014.</p> <p><u>13-14: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2013 and Feb, 2014</p> <p><u>13-14: Test scores</u> disseminated to all teachers one week after collection of</p>
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						<p>data. Data used to inform instruction and as a measure for math intervention built into individualized learning during math classes.</p> <p><u>13-14: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress</p> <p><u>13-14: Middle school math</u> intervention minimum of two times weekly</p> <p><u>13-14: Math Tutoring Model</u> to deliver added support in intervention classes</p>	
		w	21	Increase % to 50	<p>Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.</p>	<p><u>12-13: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2012, Dec, 2012, Mar/June, 2013.</p> <p><u>12-13: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2012 and Feb, 2013</p> <p><u>12-13: Test scores</u></p>	<p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>

						<p>disseminated to all teachers one week after collection of data. Data used to inform instruction.</p> <p><u>12-13: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress.</p> <p><u>13-14: MAPS</u> administered in reading, language usage, and math 3 times: Aug/Sept, 2013, Dec, 2013, Mar/June, 2014.</p> <p><u>13-14: Benchmark MAPS</u> test administered mid-term each semester: Oct, 2013 and Feb, 2014</p> <p><u>13-14: Test scores</u> disseminated to all teachers one week after collection of data. Data used to inform instruction.</p> <p><u>13-14: Teacher made assessments</u> Data teams meet every week to analyze teacher made assessments tools and to monitor progress.</p>
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	Optional Supplemental Measure(s)					
Student Engagement	Attendance Rate	83.18%	86.2%			
	Truancy Rate	19.10%	Equal or Less than 7.7%			
	Optional Supplemental Measure(s)			85% of PREP students agree that PREP Academy is a viable educational option.	<p><u>12-13 and 13-14: Student Council</u> active surveys two times per year</p> <p><u>12-13 and 13-14: Use intensive strategies</u> and incentives each week to work with students who fall below the 80% attendance threshold</p> <p><u>12-13 and 13-14: Compile weekly progress grades</u> on students and arrange for tutoring in areas of deficit</p>	<p>Implement a school-wide Math RtI program. (Strategy 1)</p> <p>Implement a school-wide Reading RtI program. (Strategy 2)</p> <p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p>
Post Secondary & Workforce Readiness	Completion Rate	58.6%	60%	Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next	<u>12-13 and 13-14: Compile weekly progress grades</u> on students and arrange for tutoring in areas of deficit	Provide a comprehensive tutoring support system for students. (Strategy 4)

				level of achievement will be the target.		
	Dropout Rate	2.97%	Equal or Less than 2%			
	Mean ACT Composite Score	13.2	15	Increase number of students performing at or above proficient level as determined by our pre populated reports from CDE. If benchmarks are met, striving for the next level of achievement will be the target.	<p>Administer the Explore, Plan, and ACT practice tests in November, 2011</p> <p><u>12-13: Administer the Explore, Plan, and ACT practice tests in September, 2012</u></p> <p><u>12-13: ACT Prep Class for all juniors and seniors hexters 4 and 5</u></p> <p><u>12-13: ZAP the ACT class n March, 2013</u></p> <p><u>13-14: Administer the Explore, Plan, and ACT practice tests in September, 2013</u></p> <p><u>13-14: ACT Prep Class for all juniors and seniors hexters 4 and 5</u></p> <p><u>13-14: ZAP the ACT class n March, 2014</u></p>	<p>Implement a school-wide Math RtI program. (Strategy 1)</p> <p>Implement a school-wide Reading RtI program. (Strategy 2)</p> <p>Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing (Strategy 3)</p> <p>Provide a comprehensive tutoring support system for students. (Strategy 4)</p> <p>Design an introductory level ACT preparatory program (Strategy 5)</p>

	Optional Supplemental Measure(s)	Act Growth Targets	Reading 15.9 Math 14.8 English 13.7 Science 15.7			

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: Implement a school-wide Math RtI program. **Root Cause(s) Addressed:** Most lessons are delivered in a one size fits all model, without adjusting content, product, or process to differentiate to meet the needs of diverse learners.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
MAPS Testing- Built in systems for testing new students on Tuesdays	<u>12-13 and 13-14:</u> Initial testing during the first two weeks of school, then initial testing upon student entry throughout the school year.	Site MAPS Assessment Coordinator	\$3500 stipend to MAPS Assessment Coordinator MAPS-District funded	Baseline Data	Initial-completed New Students-in progress and on-going each Tuesday throughout the school year
Math Intervention for all students individualized and built into the daily math curriculum using mastery of daily objective to track progress	<u>12-13 and 13-14:</u> Ongoing through the year	Math Data Coordinator, Math Teachers	No cost	MAPS Data every 9 weeks, teacher made assessments during intervention period	1 st semester-in progress 2 nd semester-in progress
Short MAPS tests (Progress Indicator)- Scheduled during school-wide intervention period	<u>12-13 and 13-14:</u> 9 week benchmark (1 st semester), 27 week benchmark (2 nd semester)	Site MAPS Assessment Coordinator	\$3500 stipend to MAPS Assessment Coordinator	Testing data to move within school-wide RtI structure	1 st semester-completed 2 nd semester-in progress
Analysis of student data to determine students in	<u>12-13 and 13-14:</u>	Principal,	No cost	Transition meetings,	1 st semester-in

need of placement in RTI classes and to determine specific skill deficiencies needing to be addressed by RTI. Teachers use Student test scores & work samples.	On-going through May of each year, at six-week intervals	Content-Area Teachers, Data Team		grades, assessment data, MAPs short goals, classroom assessments	progress 2 nd semester-in progress
Assessment of students every two, four, or six-weeks to progress monitor for intervention effectiveness. Teachers use classroom assessments, MAPs, Interim district course assessments.	<u>12-13 and 13-14:</u> On-going through May of each year	Content-Area Teachers, SALs	No cost	Student data	1 st data cycle-completed 2 nd data cycle-in progress 3 rd data cycle-in progress

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

Funding sources

General Fund, less the salaries, spends approximately 23% to cover teacher extra duty hours, materials and resources for RtI programs and professional development
 Title 1 – 100% covers teacher salaries for the middle school Refocus and RtI programs as well as extra duty hours. Title 1 also supports an intervention teacher, materials and supplies, books, transportation and parent involvement.
 PCK Initiative – 100% of PCK Initiative funding goes for extra duty pay for Teacher Leaders, professional development, and materials and supplies.

Major Improvement Strategy #2: Implement a school-wide Reading RTI program. **Root Cause(s) Addressed:** Most lessons are delivered in a one size fits all model, without adjusting content, product, or process to differentiate to meet the needs of diverse learners.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Staff training in RTI Staff Training in ACHIEVE 3000	<u>12-13 and 13-14:</u> August, 2012 and 2013 January, 2012 and August, 2013	Intervention Specialist	Facilitator-No cost	Teacher sign-in sheets, diamond reflections, instructional visits	In progress
Professional development surrounding reading and writing strategies across content areas	<u>12-13 and 13-14:</u> On-going through May of each year	Intervention Specialist, TLA	Facilitator-No cost	Teacher sign-in sheets, diamond reflections, instructional visits, peer assistance	In progress
Analysis of student data to determine students in need of placement in RTI classes and to determine specific skill deficiencies needing to be addressed by RTI. Data sources include: student test scores; student work samples; fluency charts; MAPs, SRI (for cohort), ACHIEVE 3000 reports	<u>12-13 and 13-14:</u> On-going through May of each year	Principal, Content-Area Teachers, Data Team	All school district personnel- No cost Student work, fluency charts-No cost MAPs-District funded SRI-No cost	Transition meetings, grades, assessment data, MAPs short goals, classroom assessments	1 st semester-in progress 2 nd semester-in progress
Assessment of students every two, four, or six-weeks to progress monitor for intervention effectiveness. Teacher made assessments used.	<u>12-13 and 13-14:</u> On-going through May of each year	Content-Area Teachers, SALS	Teacher made assessments-No cost	Student data	1 st data cycle-in progress 2 nd data cycle-in progress

Individual tutoring	<p><u>12-13:</u> Tuesday/Thursdays from 10:15-10:45 AM. On-going through May 2013</p> <p><u>13-14:</u> Tuesday/Thursdays from 10:15-10:45 AM. Wednesdays from 10:35-11:15 AM. On-going through May 2014.</p>	Content-Area Teachers, SPED Teachers, Counselors, Support Staff	All school building personnel-No cost	Student data, classroom observations, teacher made assessments, district interim assessments, weekly progress grades	<p>1st semester-in progress</p> <p>2nd semester-in progress</p>

Funding sources

General Fund, less the salaries, spends approximately 23% to cover teacher extra duty hours, materials and resources for RtI programs and professional development
 Title 1 – 100% covers teacher salaries for the middle school Refocus and RtI programs as well as extra duty hours. Title 1 also supports an intervention teacher, materials and supplies, books, transportation and parent involvement.
 PCK Initiative – 100% of PCK Initiative funding goes for extra duty pay for Teacher Leaders, professional development, and materials and supplies.

Major Improvement Strategy #3: Devise a differentiated core curriculum for diverse populations in Math, Reading, and Writing are delivered in a one size fits all model, without adjusting content, product, or process to differentiate to meet the needs of diverse learners. **Root Cause(s) Addressed:** Most lessons

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Discuss the format of paragraph structure from Step-up to Writing (color code). Model format in various contents and develop content specific goals and prompts (English, Science, Social Studies)	<u>12-13 and 13-14:</u> Continue through May of each school year	Co-Chairs of Academic Leadership Team and TEC	Step-Up To Writing (No cost)	TCAP MAPs Language Usage Test Teacher writing assessments	1 st semester-in progress 2 nd semester-in progress
Administration sets expectation of examples of modeled writing visible in all classroom verified by instructional visits and conversations through-out school year	<u>12-13 and 13-14:</u> Continue through May of each school year	Building Administration	No cost	TCAP MAPs Language Usage Test Teacher writing assessments	1 st semester-in progress 2 nd semester-in progress
Continue the writing instructional focus across content areas through-out the year during monthly leveled meetings (middle school, 9 th grade, high school) by examining student work across all contents	<u>12-13 and 13-14:</u> Continue through May of each school year	Co-Chairs of Academic Leadership Team and TLA, Content Teachers	Teacher Leaders and Teacher Effectiveness Coach funded through the district-No cost	TCAP MAPs Language Usage Test Teacher writing assessments	1 st semester-in progress 2 nd semester-in progress
Implementation of school-wide paragraph model with students	<u>12-13 and 13-14:</u> Continue through May of each school year	TLA All Staff	Teacher Effectiveness Coach funded through the district-No cost	Student work samples	1 st semester-in progress 2 nd semester-in progress
Individual teachers create a content specific writing example followed by staff review/suggestions	<u>12-13 and 13-14:</u> Continue through May of each school	Co-Chairs of Academic Leadership Team and TLA	Teacher Leaders and Teacher Effectiveness Coach funded through the district-No cost	TCAP MAPs Language Usage Test Teacher writing	1 st semester-in progress 2 nd semester-in

	year			assessments	progress
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Funding sources

General Fund, less the salaries, spends approximately 23% to cover teacher extra duty hours, materials and resources for RtI programs and professional development

Title 1 – 100% covers teacher salaries for the middle school Refocus and RtI programs as well as extra duty hours. Title 1 also supports an intervention teacher, materials and supplies, books, transportation and parent involvement.

PCK Initiative – 100% of PCK Initiative funding goes for extra duty pay for Teacher Leaders, professional development, and materials and supplies.

Major Improvement Strategy #4: Provide a tiered support system to increase student engagement.

Root Cause(s) Addressed: Most lessons are delivered in a one size fits all model, without adjusting content, product, or process to differentiate to meet the needs of diverse learners.

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

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

Individual tutoring	<u>12-13:</u> Tuesday/Thursdays from 10:15-10:45 AM. On-going through May 2013 <u>13-14:</u> Tuesday/Thursdays from 10:15-10:45 AM. Wednesdays from 10:35-11:15 AM. On-going through May 2014.	Content-Area Teachers, SPED Teachers, Counselors, Support Staff	Khanacademy.org (No cost);	Student data, classroom observations, teacher made assessments, district interim assessments, weekly progress grades	In progress
Weekly progress monitoring using eligibility grades posted weekly each Friday	<u>12-13 and 13-14:</u> Fridays	Counselors	No cost	Student data, classroom observations, teacher made assessments, district interim assessments, weekly progress grades	In progress
Incentive based program for student attendance-top attenders, most improved attenders	<u>12-13 and 13-14:</u> Fridays	Student Board of Education Members and Advisor, Attendance Team Members	Incentives = up to \$100/week	Student attendance/truancy data	In progress
Discovery Program skill based supports-6 week orientation	<u>12-13 and 13-14:</u> Every 6 weeks to incoming students	Orientation Teachers, Administration	\$600 every six weeks for team building activity	Student data, behavior and attendance	In progress
Small group or individual sessions for anger management	<u>12-13 and 13-14:</u> As needed	Social Worker, Psychologist	No cost	Behavioral referral, recommendation	Not yet begun

Individual substance abuse sessions	<u>12-13 and 13-14:</u> As needed	Substance Abuse Counselor	No cost	Behavioral referral, recommendation	Not yet begun
Intramural sports program and extracurricular activities	<u>12-13 and 13-14:</u> Weekly	Teachers, support staff	Dependent upon activity	Student choice	Not yet begun

Major Improvement Strategy #5: Design an introductory level ACT preparatory program.

- **Root Cause(s) Addressed:** Rigor has been inconsistent across classrooms. There has been no opportunity for teacher collaboration and vertical alignment. There has been only one Professional Development session dedicated to Culturally Responsive Pedagogy. Most lessons are delivered in a one size fits all model, without adjusting content, product, or process to differentiate to meet the needs of diverse learners.

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

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

Juniors create personal ACT notebooks of practice exams.	<u>12-13 and 13-14:</u> February through April of each school year	ACT Prep Instructor Counselor	ACT Prep Book (10 books at \$25 per book=\$250) School Building Personnel-No cost	Bi-weekly notebook check	1 st semester-not available 2 nd semester-in progress
Access to online supports – ACT Prep	<u>12-13 and 13-14:</u> February through April of each school year	ACT Prep Instructor Counselor	Method Test Practice Tests-Funded by district School Building Personnel-No cost	Naviance-Method Test Results	1 st semester-not available 2 nd semester-in progress
Students given access to ACT Prep Class and practice exams	<u>12-13 and 13-14:</u>	ACT Prep Instructor Counselor	Method Test Practice Tests-Funded by district	Naviance-Method Test Results	1 st semester-not available 2 nd semester-in progress

	February through April of each school year		School Building Personnel-No cost		
Administer the Explore, Plan, and ACT practice tests	<u>12-13 and 13-14:</u> September of each school year	School Site Assessment Leader Counselor	PLAN and Practice ACT-District funded Explore (17 tests at \$10 per test; Total=\$170)	Official Test Results	Completed
ZAP the ACT class	<u>12-13 and 13-14:</u> March of each school year	ACT Prep Instructor Counselor	\$60 x 10 students (\$600)		

The following tables and graphs are a representation of the data collected. This data is used to inform instruction, implement RTI, guide staff professional development and establish student incentives.

EXPLANATION: Table #1 and Table #2 below represents the average grade level equivalency and the standard deviation broken down by grade based on Maps Tests results for Fall 2011 and Fall 2012.

Fall 2011 there were no 6th graders tested. In Fall 2012 6th grade students scored at a grade level equivalent of a 6th grade student in the first month of school in both reading and math. 7th grade students scored at a grade level equivalent of a first grade student in the first month of school (1.1) in math and a grade level equivalent of a first grade student in the eighth month of school (1.8) in reading. Fall 2012 scores increased by .9 in Math and .2 in Reading. 8th grade students scored at a grade level equivalent of a second grade student in the eighth month of school (2.8) in math and a grade level equivalent of a third grade student in the sixth month of school (3.6) in reading. Fall 2012 scores increased by .3 in Math and .4 in Reading. 9th grade students scored at a grade level equivalent of a third grade student in the sixth month of school (3.6) in math and a grade level equivalent of a fourth grade student in the second month of school (4.2) in reading. Fall 2012 scores increased by 1.5 in Math and 2.7 in Reading. 10th grade students scored at a grade level equivalent of a third grade student in the third month of school (3.3) in math and a grade level equivalent of a third grade student in the eighth month of school (3.8) in reading. Fall 2012 scores increased by 2.7 in Math and 2.4 in Reading. 11th grade students scored at a grade level equivalent of a third grade student in the fourth month of school (3.4) in math and a grade level equivalent of a third grade student in the third month of school (3.3) in reading. Fall 2012 scores increased by 1.9 in Math and 2.5 in Reading. 12th grade students scored at a grade level equivalent of a fourth grade student (4.0) in math and a grade level equivalent of a second grade student in the fifth month of school (2.5) in reading on the Fall 2011 Maps Tests. Fall 2012 scores increased by .3 in Math and 1.8 in Math.

Table #1

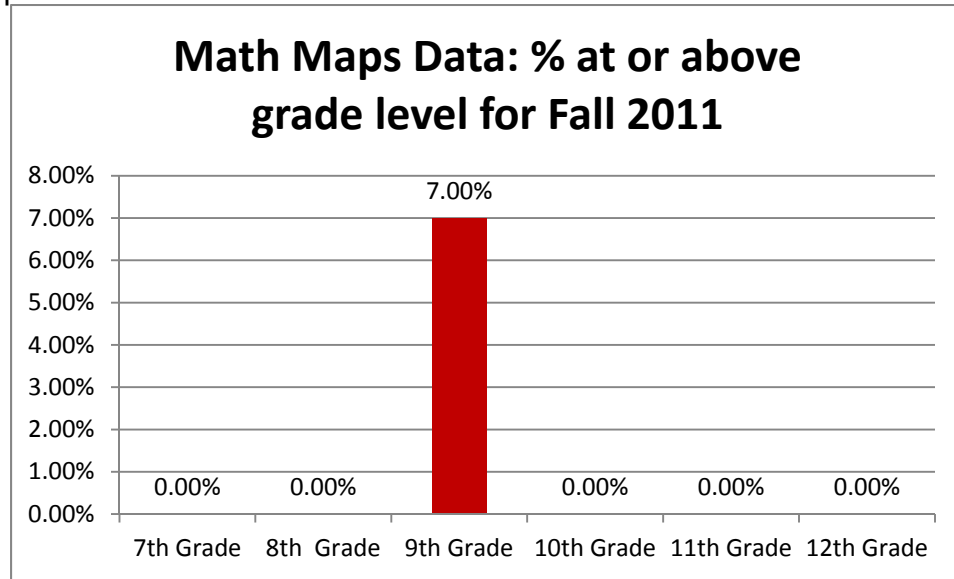
2011	Math		Reading	
grade level	grade level	grade level	grade level	grade level
7th		1.1		1.8
8th		2.8		3.6
9th		3.6		4.2
10th		3.3		3.8
11th		3.4		3.3
12th		4.0		2.5

Table #2

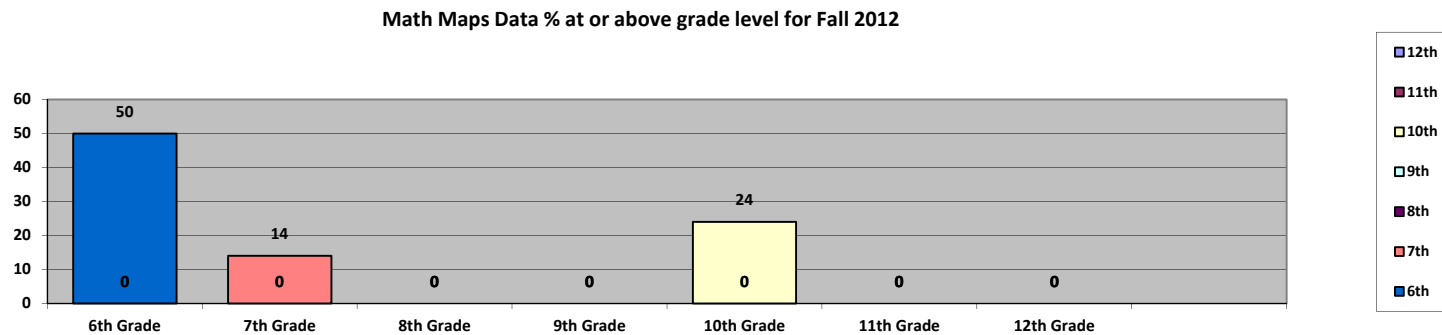
2012	Math		Reading	
grade level	grade level	grade level	grade level	grade level
6th		5.0		6.0
7th		2.0		2.0
8th		3.1		4.0
9th		5.1		6.9
10th		6.0		6.2
11th		5.3		5.8
12th		4.3		5.3

EXPLANATION: Graph #2 & #3 below represents the percentage of students from each grade who scored at or above grade level on Math Maps Tests in Fall 2011 compared to Fall 2012. The data points show that out of the six grades taught at P.R.E.P. Academy, one grade level, 9th, had students scoring at grade level. 7% of the 9th graders who took the Fall 2011 Math Maps Test tested at grade level. In 2012 one grade level, 6th, had a student at grade level, 14 % of the 7th graders, and 24% of the 10th graders scored at grade level. In 2012 50% of 6th graders, 17% of 8th graders, 25% of 9th graders, 24% of 10th graders and 33% of 12th graders were at grade level.

Graph #2



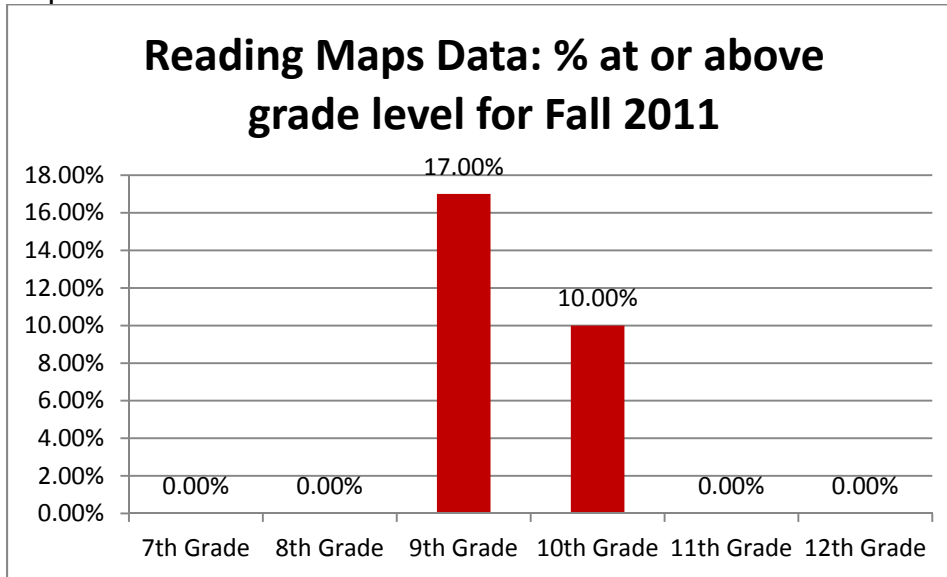
Graph #3



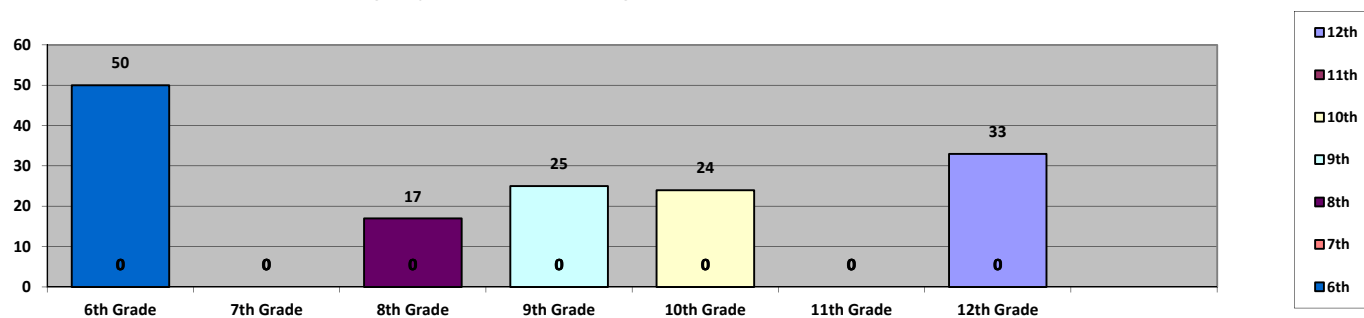
EXPLANATION: **Graph #4 & 5** below represents the percentage of students from each grade who scored at or above grade level on Reading Maps Tests in Fall 2011 compared to 2012. The data points show that out of the seven grades taught at P.R.E.P. Academy two grades, 9th and 10th, had students scoring at grade level. 17% of the 9th grader students and 10% of the 10th grader students who took the Fall 2011 Math Maps Test tested at grade level.

In 2012 50% of 6th graders , 17% of 8th graders, 25% of 9th graders, 24% of 10th graders and 33% of 12th graders were at grade level.

Graph #4



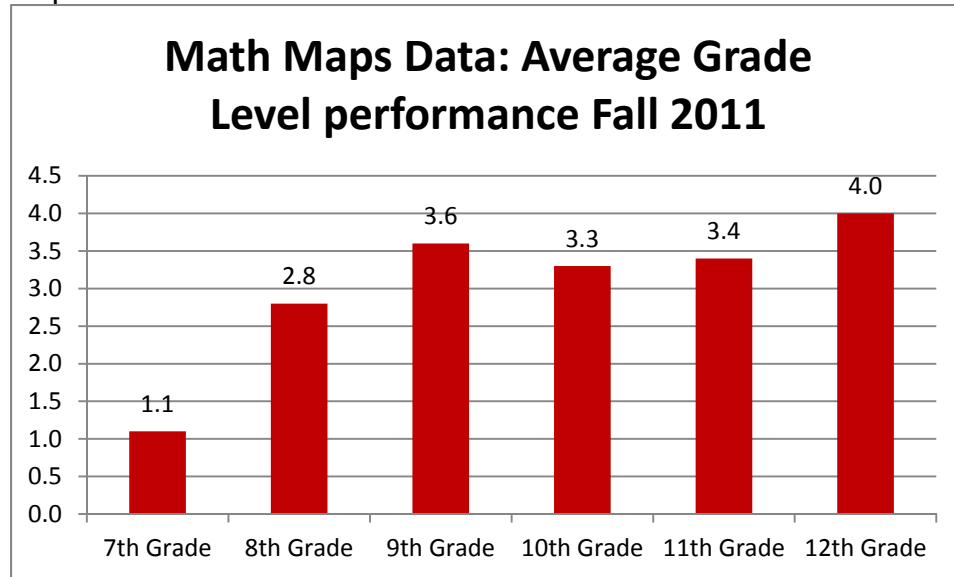
Reading Maps Data % at or above grade level for Fall 2012



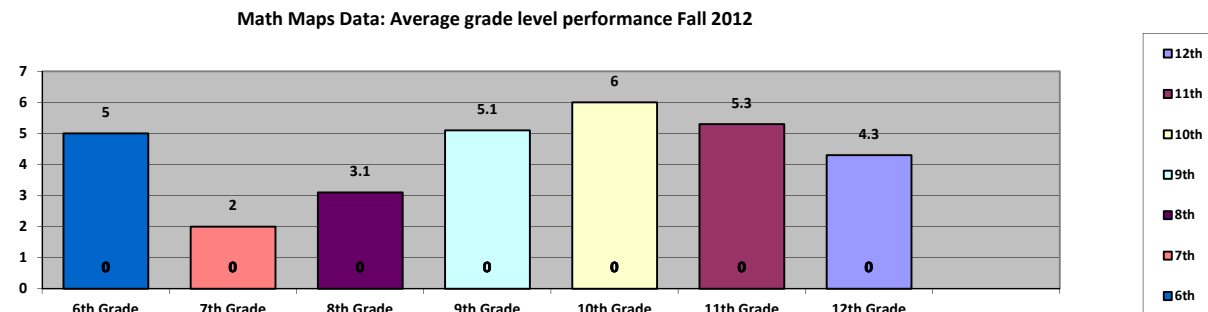
Graph #5

EXPLANATION: Graph #6 and #7 below represents the average grade level equivalency scores of students broken down by grade based on Math Maps Tests in Fall 2011 compared to Fall 2012. In 2011 7th grade performed at an average of grade 1.1, 8th grade performed at an average of grade 2.8, 9th grade performed at an average of grade 3.6, 10th grade performed at an average of grade 3.3, 11th grade performed at an average of grade 3.4, and the 12th grade performed at an average of grade 4.0. In 2012 grade levels were as follows: 6th=5, 7th=2, 8th=3.1, 9th=5.1, 10th=6, 11th=5.3, 12th=4.3.

Graph #6

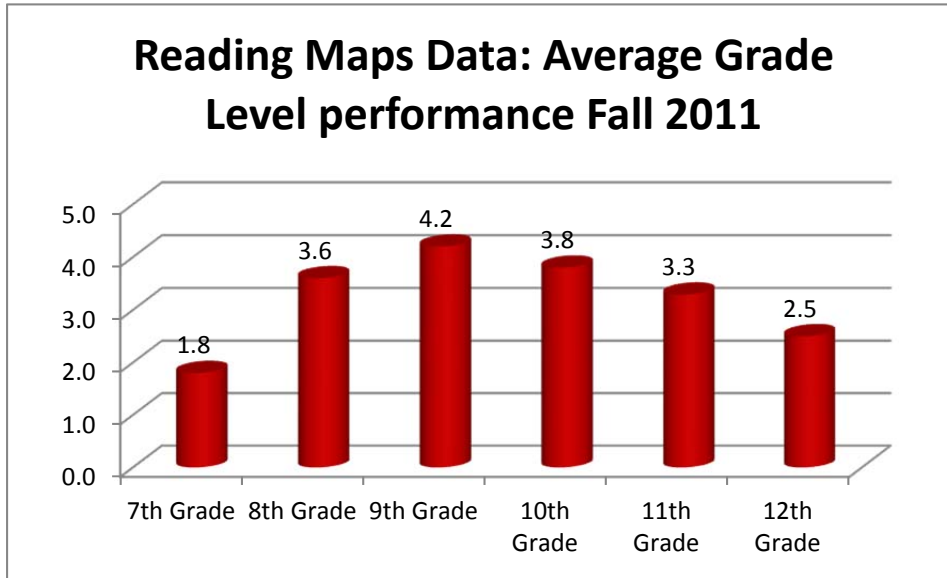


Graph #7

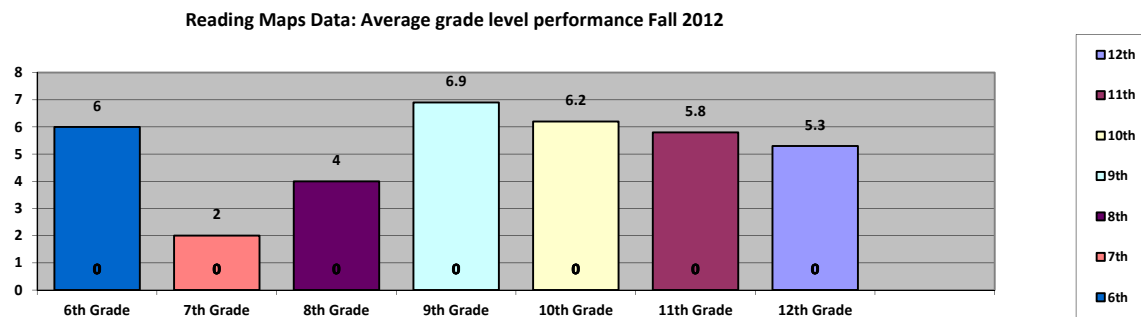


EXPLANATION: Graph #8 and #9 below represents the average grade level equivalency scores of students broken down by grade based on Reading Maps Tests in Fall 2011 compared to 2012. The data points indicate that 7th grade performed at an average of grade 1.8, 8th grade performed at an average of grade 3.6, 9th grade performed at an average of grade 4.2, 10th grade performed at an average of grade 3.8, 11th grade performed at an average of grade 3.3, and 12th grade performed at an average of grade 2.5. In 2012 grade levels were as follows: 6th=6, 7th=2, 8th=4, 9th=6.9, 10th=6.2, 11th=5.8, 12th=5.3.

Graph #8

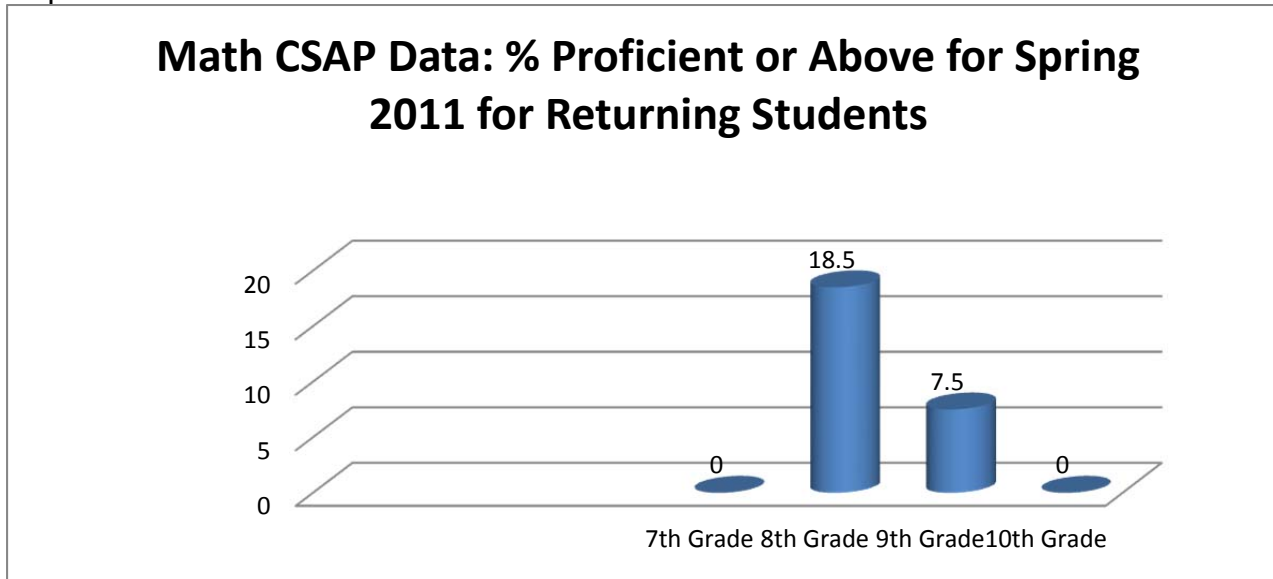


Graph #9

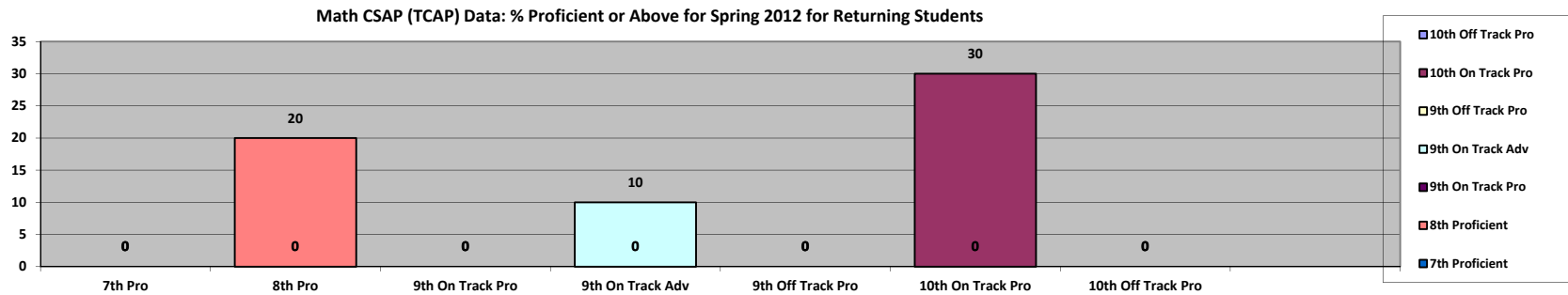


EXPLANATION: Graph #10 and #11 below represents the percentage of returning students from each grade who scored at or above proficient on the Math CSAP in Spring 2011 compared to Spring 2012. The data points show that out of the four grades that take CSAP two grade levels, 8th and 9th, had students scoring at or above proficient. 18.5% of returning 8th graders and 7.5% of returning 9th graders scored at or above proficient on the Math CSAP in Spring 2011. In 2012, no student in 7th grade scored at grade level. 8th grade demonstrated 20% of students were proficient. 9th Grade had 0% proficient but 10% advanced. 10th grade demonstrated 30% proficient but 0% advanced.

Graph # 10

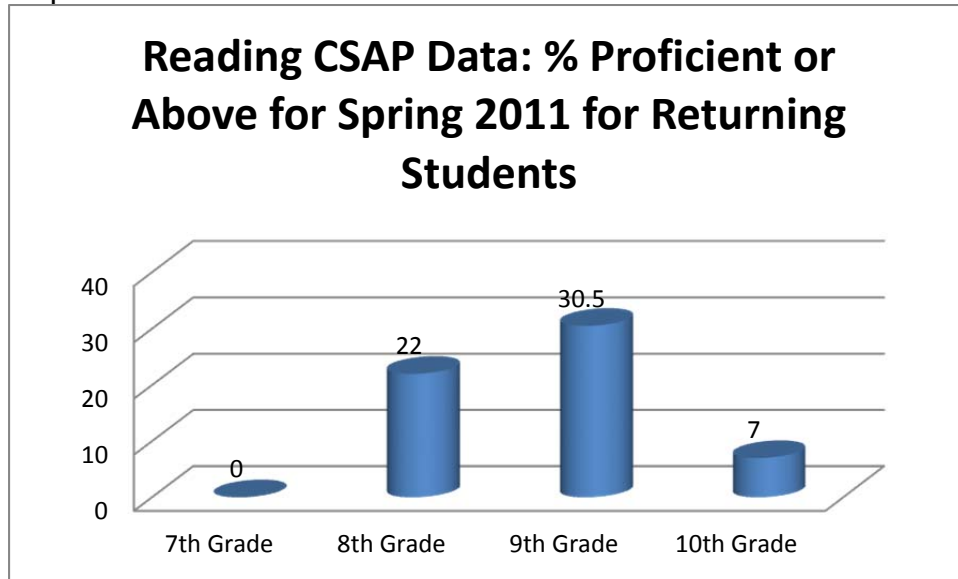


Graph #11

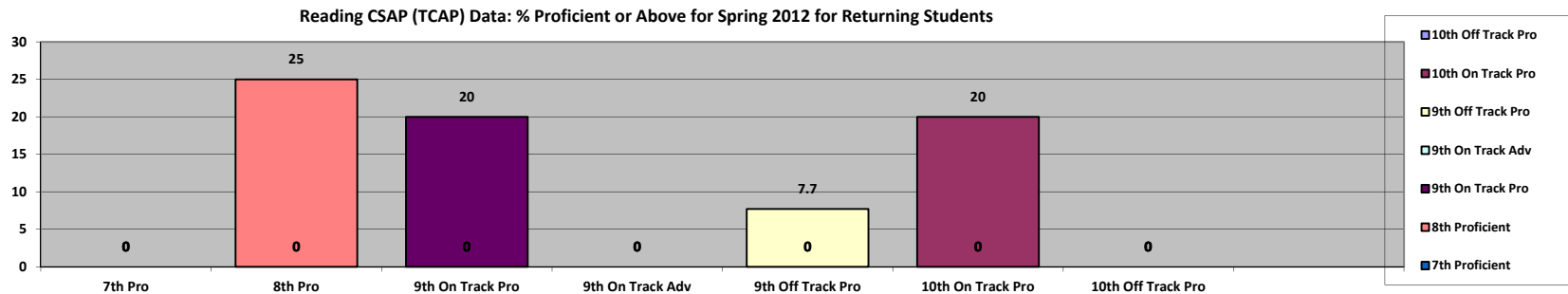


EXPLANATION: Graph #12 and #13 below represents the percentage of returning students from each grade who scored at or above proficient on the Reading CSAP in Spring 2011 compared to 2012. The data points show that out of the four grades that take CSAP, three grade levels, 8th, 9th, and 10th, had students scoring at or above proficient. 22% of returning 8th graders, 30.5% of returning 9th graders, and 7% of returning 10th graders scored at or above proficient on the Reading CSAP in Spring 2011. In the Spring of 2012, 25% of 8th graders were proficient, 20% of on track 9th graders were proficient, 7.7% of off track 9th graders were proficient, and 20% of on track 10th graders were proficient.

Graph #12

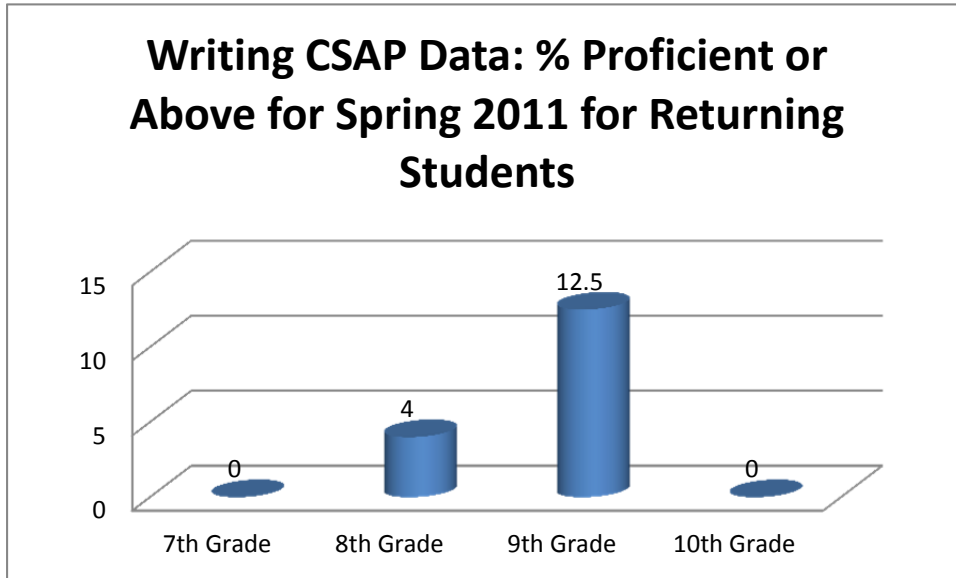


Graph #13

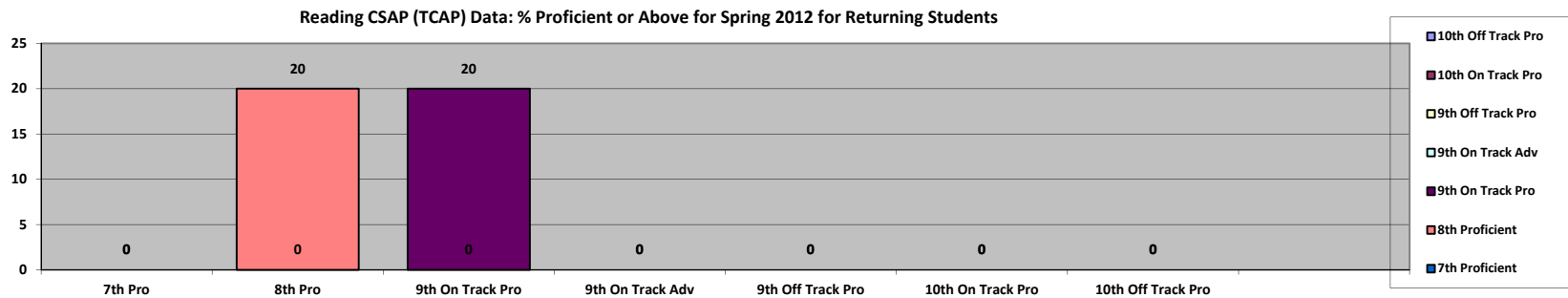


EXPLANATION: **Graph #14 and #15** below represents the percentage of returning students from each grade who scored at or above proficient on the Writing CSAP in Spring 2011 compared to 2012. The data points show that out of the four grades that take CSAP only two grade levels, 8th and 9th, had any students scoring at or above proficient. 4% of returning 8th graders and 12.5% of returning 9th graders scored at or above proficient on the Writing CSAP in Spring 2011. . In the Spring of 2012 , 20% of 8th graders were advanced and 20% of on track 9th graders were proficient.

Graph #14

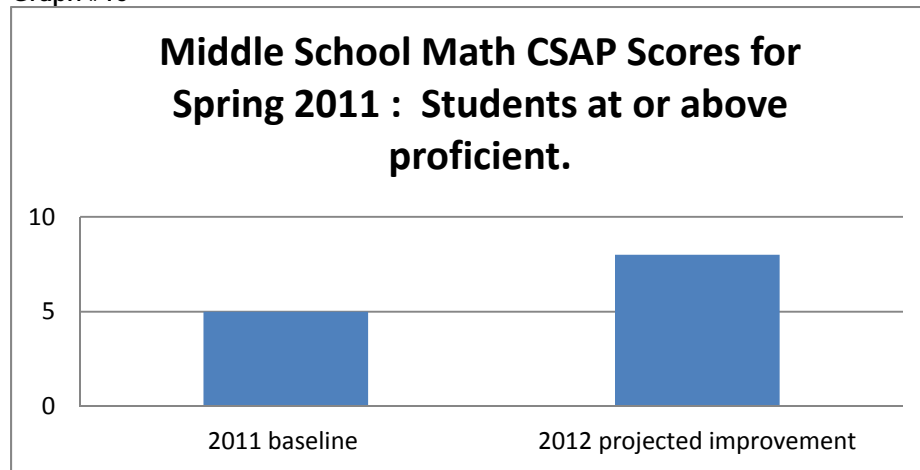


Graph #15

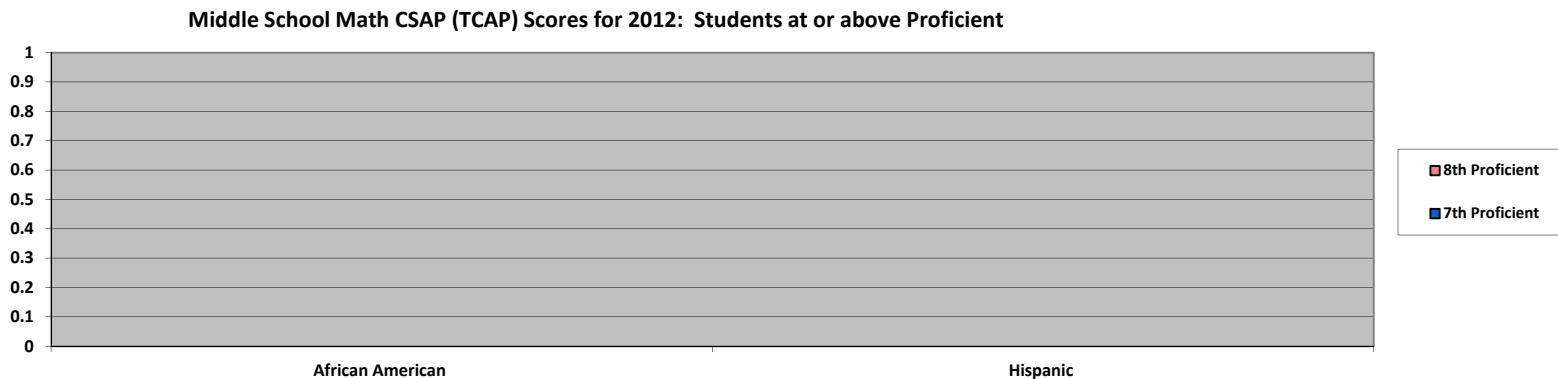


EXPLANATION: The first data point of Graph #16 below represents the number of Latino and African American Middle School students, five, who scored in the proficient or advanced category in Math on the Spring, 2011 CSAP compared to 2012. The second data point of Graph #16 represents the school target for the number of Latino and African American students, eight, scoring in the proficient or advanced category in Math on the Spring, 2012 CSAP. As Graph #17 indicates, there were no African American or Latino students proficient or advanced in Spring 2012

Graph #16

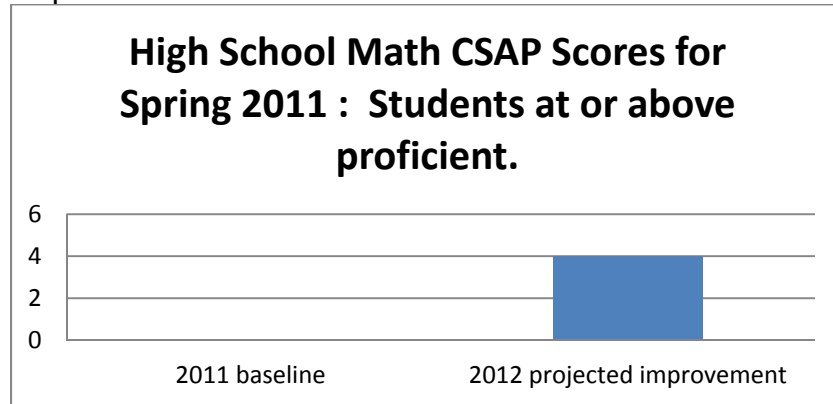


Graph #17

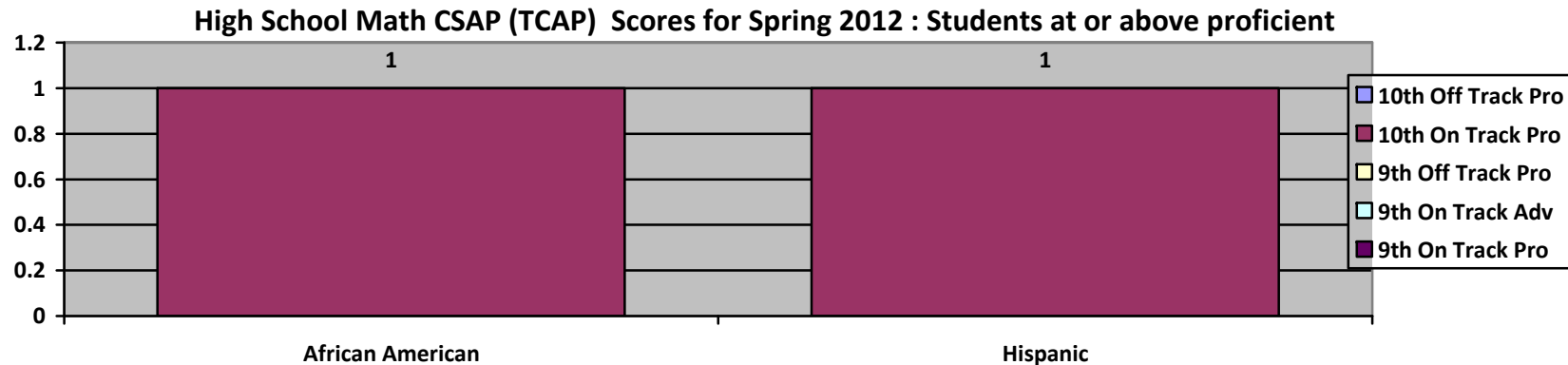


EXPLANATION: The first data point of **Graph #18** represents the number of Latino and African American High School students, zero, who scored in the proficient or advanced category in Math on the Spring, 2011 CSAP compared to 2012. The second data point of **Graph #19** represents the school target for the number of Latino and African American students, four, scoring in the proficient or advanced category in Math on the Spring, 2012 CSAP. As Graph #19 indicates, there was one African American and one Latino student proficient or advanced in Spring 2012

Graph #18

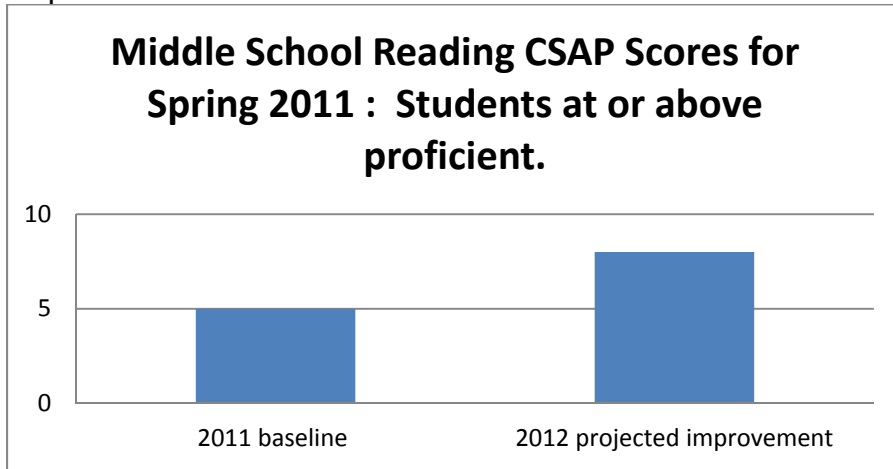


Graph #19

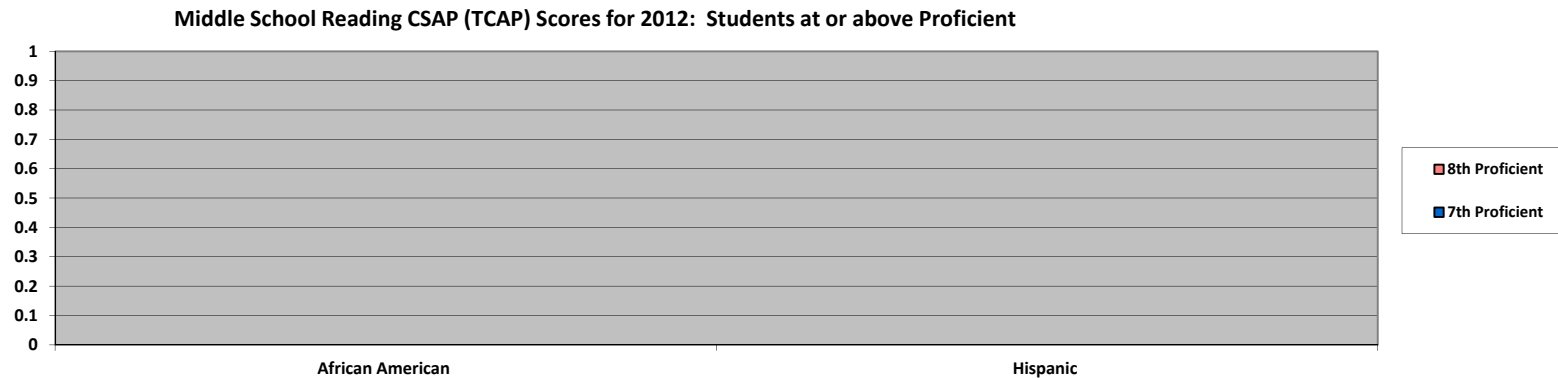


EXPLANATION: The first data point of **Graph #20 and #21** represents the number of Latino and African American Middle School students, five, who scored in the proficient or advanced category in Reading on the Spring, 2011 CSAP compared to 2012. The second data point of **Graph #20** represents the school target for the number of Latino and African American students, eight, scoring in the proficient or advanced category in Reading on the Spring, 2012 CSAP. As **Graph #21** indicates, there were no African American or Latino students proficient or advanced in Spring 2012

Graph #20

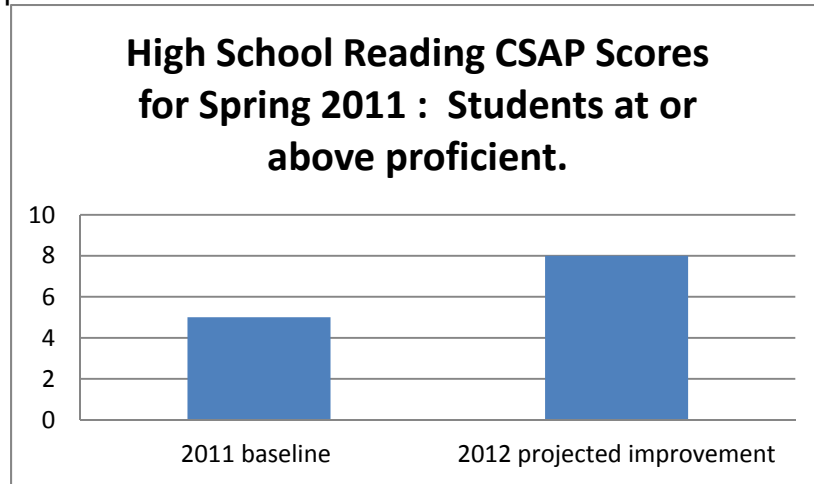


Graph #21

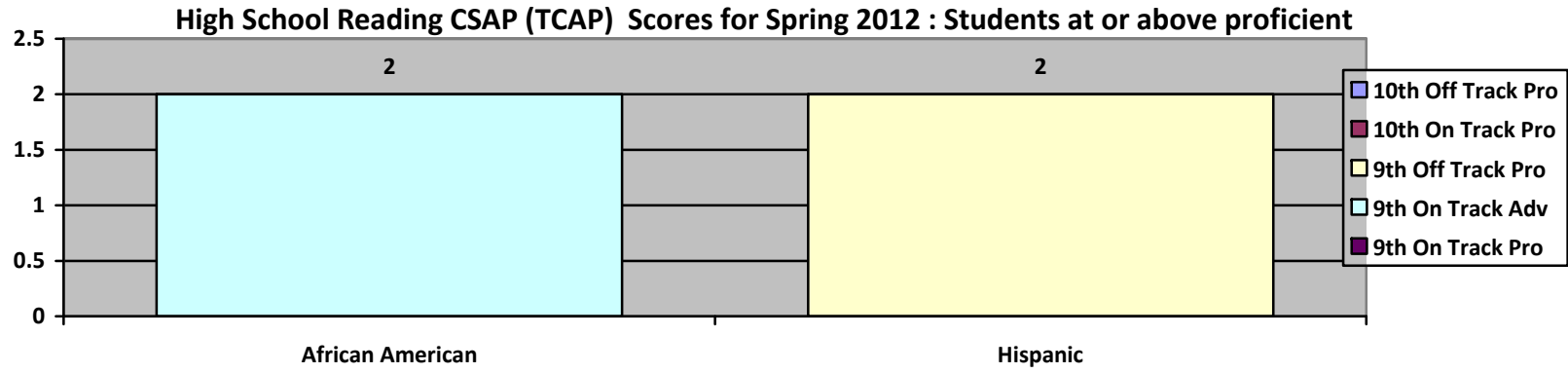


EXPLANATION: The first data point of **Graph #22 and #23** represents the number of Latino and African American High School students, five, who scored in the proficient or advanced category in Reading on the Spring, 2011 CSAP compared to 2012. The second data point of **Graph #22** represents the school target for the number of Latino and African American students, eight, scoring in the proficient or advanced category in Reading on the Spring, 2012 CSAP. In 2012 two 9th Grade On Track African American students scored proficient or above and one 9th grade off track and one 10th Grade off track Latino student scored proficient or above.

Graph #22

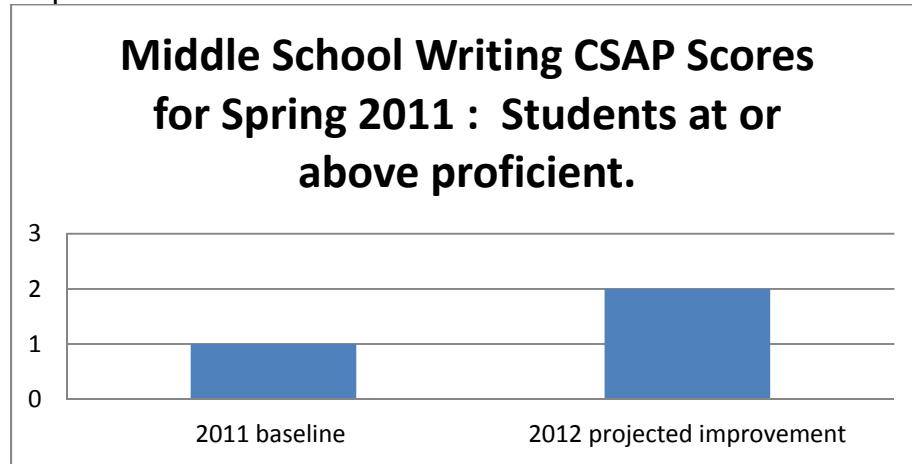


Graph #23

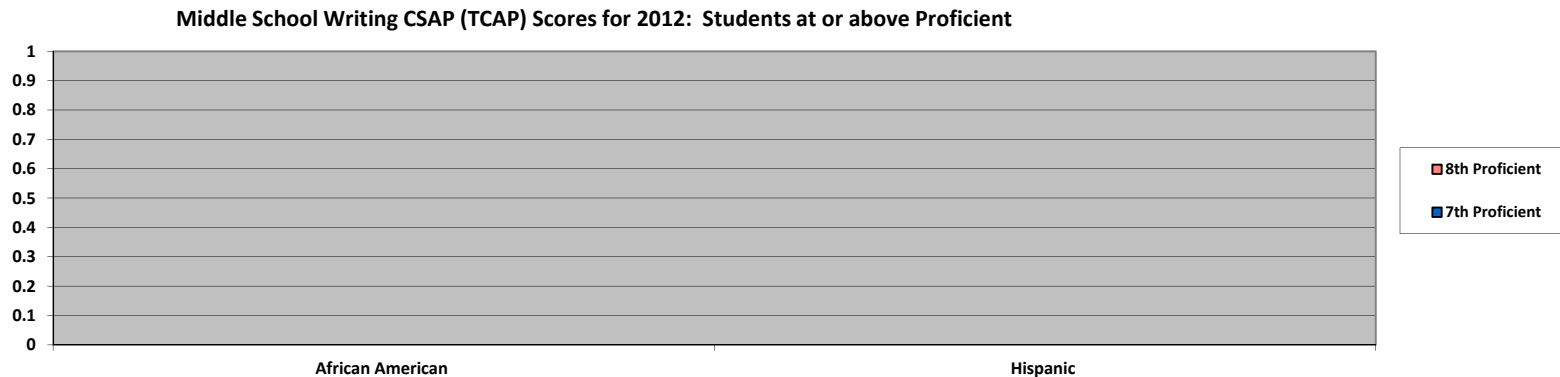


EXPLANATION: The first data point of **Graph #24 and 25** represents the number of Latino and African American Middle School students, one, who scored in the proficient or advanced category in Writing on the Spring, 2011 CSAP compared to 2012. The second data point of **Graph #24** represents the school target for the number of Latino and African American students, two, scoring in the proficient or advanced category in Writing on the Spring, 2012 CSAP. As **Graph #25** indicates, there were no African American or Latino students proficient or advanced in Spring 2012

Graph 24

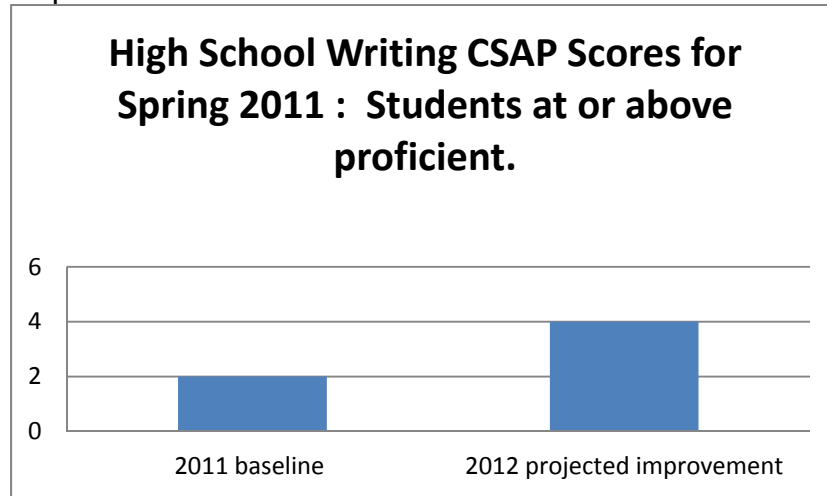


Graph #25

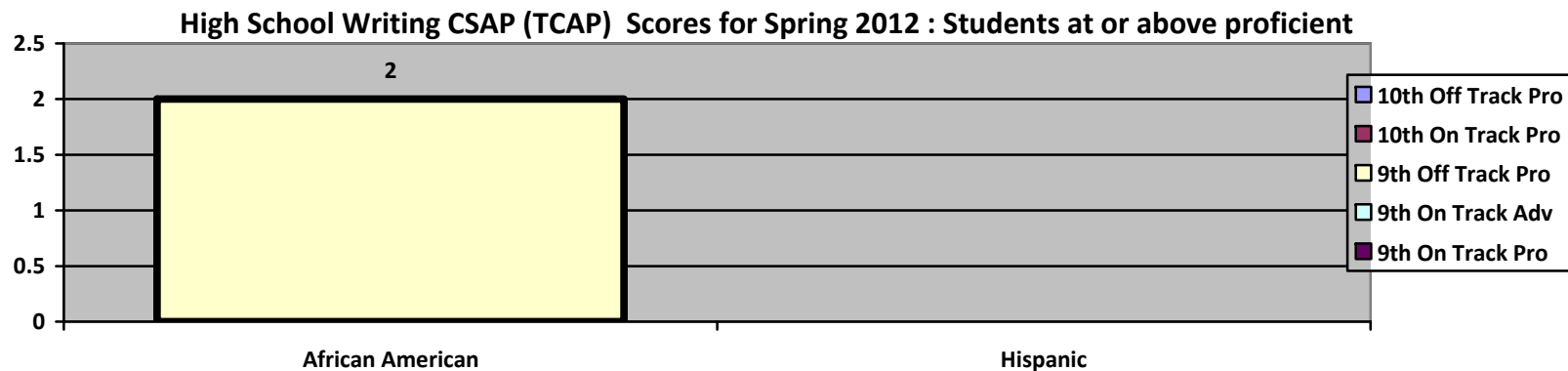


EXPLANATION: The first data point of **Graph #26 and #27** represents the number of Latino and African American High School students, two, who scored in the proficient or advanced category in Writing on the Spring, 2011 CSAP compared to 2012. The second data point of **Graph #26** represents the school target for the number of Latino and African American students, four, scoring in the proficient or advanced category in Writing on the Spring, 2012 CSAP. In 2012, as graph #27 illustrates, two 9th Grade Off Track African American students scored proficient or above and no Latino students scored proficient or above.

Graph #26



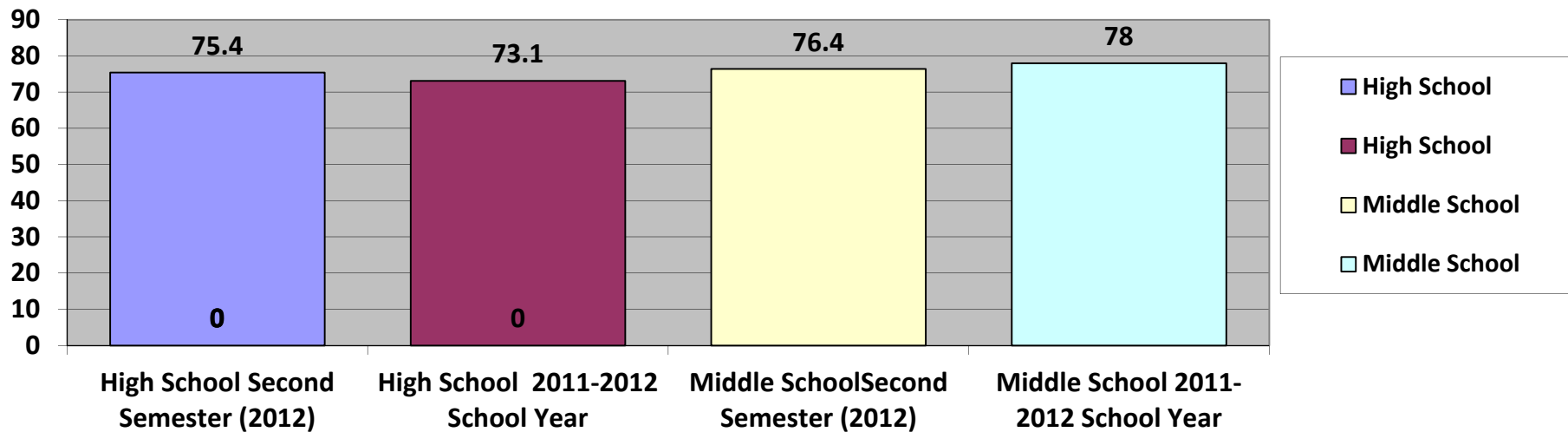
Graph #27



EXPLANATION: The first data point of **Graph #28** represents the attendance percentage for 2011 – 2012 . As graph #28 indicates the High Second Semester of 2012 demonstrated signs of attendance improving over the year total. Whereas the middle school second semester demonstrates signs of decline over the year total.

Graph #28

P.R.E.P. Academy Attendance Percentage (%) Data 2011-2012 2nd Semester vs. Year Totals



There are many root causes that lead to low academic achievement and high numbers of students off track on their progress toward graduation. There are varying opinions about what constitutes academic rigor. Teachers are beginning to plan collaboratively, to decide what rigor and high academic expectations look like in a particular curricular area. There hasn't been an opportunity for vertical alignment of curriculum, which could help determine rigor and set a high bar for upper level offerings. Having rigorous curriculum and assessments in junior/senior level classes would benefit students preparing for the ACT. Lessons and curriculum have begun to tie to the Common Core State Standards.

There has been only one Professional Development session dedicated to Culturally Responsive Pedagogy. PREP faculty and staff are comprised of a vastly different demographic than the clientele who attend the school. There may not be a full understanding of the learning styles of children of color, or the cultural ways in which these youth respond to directives and rules. A better understanding could prove to be a way to improve academic achievement, and to decrease the number of discipline incidents in school.

Most lessons are delivered in a one size fits all model, without adjusting content, product, or process to differentiate to meet the needs of diverse learners. Professional development in Culturally Responsive Pedagogy could help. Teachers collaborating could also be a possible solution.

Over three-quarters of the students are behind in graduation status. Students can 90 credits in a school year, and can use computerized credit recovery options to regain their on-track status.

There is only one Concurrent Enrollment in building option for students, and no Advanced Placement or Honors options.

Action Steps

Professional development focusing on differentiation and culturally relevant teaching strategies will give teachers skills to work with diverse learners. This training addresses the priority needs to increase CSAP and MAPs scores for reading, writing, and math and the disparities that exist among ethnic groups. The use of assessment data will help identify areas of specific needs so that they can be targeted and remediated.

- A key factor in increasing student achievement is the implementation of RtI strategies. Based on the MAPs assessments in reading, math, and language usage (completed by each student upon enrollment) students will be assigned to an RtI class based on greatest academic needs. Student progress will be regularly monitored to track improvement and identify changes in those needs. As a student's skills progress, he or she will be re-assigned to the appropriate intervention. Prior to the formal testing and change of placement, teachers use the TCAP frameworks in OASIS and DesCartes in MAPS to target gaps.

The school will implement a school-wide Math RtI Program for students who needs are higher in math than in reading. For students who demonstrate more of a need in reading, a school-wide Reading RtI Program will be used. Students will receive additional tutoring services in any area in which they struggle. A differentiated core curriculum will be designed to meet the Math, Reading, and Writing needs of diverse learners. Courses will work toward mastery of Core

Content Standards and Essential Learning Goals, and will align with similar ACT standards for meeting scoring targets of 4 content thresholds (21-Reading; 22-Math, 18-English; 24-Science)

Verification of Root Causes

CSAP and MAP data confirm the root cause analysis.

7.5% of returning students scored proficient or better on the Math CSAP. 15% of returning students scored proficient or better on the Reading CSAP. 3.75% of returning students scored proficient or better on the Writing CSAP.

Middle and High School students of color have gaps between 35% and 76% in all CSAP tested areas.

On MAPs tests, Middle school students' average grade level in math: 7th graders have the grade level equivalent of first grade, seventh month; 8th graders have the grade level equivalent of second grade, eighth month.

On MAPs tests, Middle school students' average grade level in reading: 7th graders have the grade level equivalent of first grade, eighth month; 8th graders have the grade level equivalent of third grade, sixth month.

On MAPs tests, High school students' average grade level in math: 9th graders have the grade level equivalent of third grade, sixth month; 10th graders have the grade level equivalent of third grade, third month; 11th graders have the grade level equivalent of third grade, fourth month; 12th graders have the grade level equivalent of third grade, third month.

On MAPs tests, High school students' average grade level in reading: 9th graders have the grade level equivalent of fourth grade, second month; 10th graders have the grade level equivalent of third grade, eighth month; 11th graders have the grade level equivalent of third grade, third month; 12th graders have the grade level equivalent of second grade, fifth month.

Parent Involvement

P.R.E.P. and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for

improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.



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)
- Addition

SCHOOL-PARENT COMPACT

School Responsibilities:

- Provide each student a safe learning environment.
- Provide high quality curriculum and instruction from highly qualified teachers in a supportive learning environment.
- Schedule student/parent/teacher conferences as needed.
- Input progress grades weekly to monitor student academic success.
- Provide twice weekly tutoring for students who are struggling academically.
- Provide at least one advisement teacher per each student. Advisor will contact parents regarding student progress regarding attendance, behavior, academics, and notify parents of upcoming school events.
- Support students in obtaining the 6 P's and 5 Attending Skills taught by the Discovery Program.
- Monitor tardies and attendance and notify families when attendance falls below 80%.

Parent/Guardian Responsibilities:

- Understand and support the time commitment needed by my child to be successful at PREP.
- Support my child in taking responsibility for regular, on time attendance, high expectations, and completing homework, and allow my child to attend Saturday School when extra support is needed.
- Promptly report all absences to the PREP Academy office.
- Update PREP with any contact information.
- Participate in school functions.
- Participate in decisions relating to my child's education.

- Promote positive use of my child's extra-curricular time.
- Stay informed about my child's education using Parent Portal and communicate with the school regularly.

Student Responsibilities:

- Consistently and regularly attend all classes and perform to the best of my ability.
- Accept responsibility for my education. Follow the 6 Ps and use my Attending Skills.
- Exhibit a positive attitude and demonstrate respect for each member of the PREP Academy community.
- Contribute to making this school a safe place to learn and grow.
- Follow the policies and guidelines of PREP Academy.
- Maintain As, Bs, or Cs in all my classes. Receive twice weekly tutoring if grades fall to Ds or Fs.
- Understand that excessive tardies and/or absences require a meeting with school staff to create a plan that may include an attendance contract.
- Monitor my progress using the Student Portal.

P.R.E.P. Academy

August 2012 – May 2013
Effective Date

Parent/Guardian(s)

Parent/Guardian(s)

Student

Date























