

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8054 School Name: HENRY WORLD SCHOOL GRADES 6-8 SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	-	71.43%	-	-	50.35%	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	52.48%	-	-	42.22%	-	
		W	-	57.77%	-	-	44.47%	-	
		S	-	48%	-	-	38.01%	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	47	-	-	49	-	
		M	-	78	-	-	50	-	
		W	-	66	-	-	57	-	
ELP	-	56	-	-	53	-			

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

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

Accountability Status and Requirements for Improvement Plan

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

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
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.	

Improvement Plan Information

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

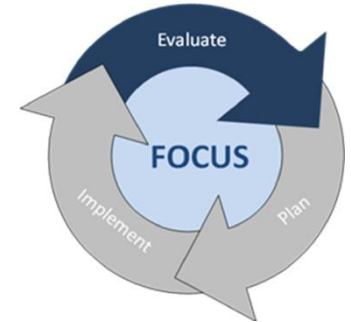
- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Dackri Davis, Principal
	Email	dackri_davis@dpsk12.org
	Phone	720-423-9560
	Mailing Address	3005 S. Golden Way, Denver, CO 80227
2	Name and Title	Rebecca Marques-Guerrero, Assistant Principal
	Email	Rebecca_marques-guerrero@dpsk12.org
	Phone	720-423-9560
	Mailing Address	3005 S. Golden Way, Denver, CO 80227
3	Name and Title	Juliana Shanley, Administrative Assistant
	Email	Juliana_shanley@dpsk12.org
	Phone	720-423-9560

Mailing Address	3005 S. Golden Way, Denver, CO 80227
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Section III: Narrative on Data Analysis and Root Cause Identification

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



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

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R – 53%, W – 44%, M – 42%, S – 32%	Reading – 49%, missed the target by 4%; Writing – 43%, missed the target by 1%, and Math – 41%, missed the target by 1%. Science – 36%, we made the target by 4%.	Last year’s efforts on implementing the data cycles with writing demonstrated that this could be an effective method in accelerating growth of students. It helped us get closer to our targets from last year. We feel that the focus on effective data cycles on reading and math interventions will bring us closer to the targets for achievement, growth and growth gaps.
Academic Growth	R – MGP 55, W – MGP – 60, M – MGP 62	Reading – MGP 49, missed the target by 6 percentiles; Writing – 57 MGP, missed the target by 3 percentiles; Math – 50 MGP, we missed the target by 12 percentiles.	
Academic Growth Gaps	Reading: ELL MGP – 65; SPED MGP – 52 Math: ELL MGP – 65; SPED MGP 52 Writing: ELL MGP – 65; SPED 52	Reading: ELL MGP 47; missed the target by 18 percentiles; SPED MGP 46.5; missed the target by 5.5 percentiles. Math: ELL MGP 50; missed the target by 15 percentiles; SPED MGP 50; missed the target by 15 percentiles. Writing: ELL MGP 65; yes we made the target;	

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.
Post Secondary Readiness		SPED MGP 57; we missed the target by 8 percentiles.	

Worksheet #2: Data Analysis

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

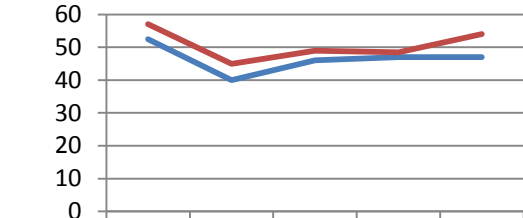
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
Academic Achievement (Status)	<p>Reading –</p> <ul style="list-style-type: none"> Three year trend data shows that the percent of students scoring proficient or above is flat or not increasing at an adequate rate. <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Reading</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>52%</td> <td>47%</td> <td>57%</td> </tr> <tr> <td>7th</td> <td>43%</td> <td>50%</td> <td>47%</td> </tr> <tr> <td>8th</td> <td>46%</td> <td>46%</td> <td>44%</td> </tr> <tr> <td>ELL</td> <td>16%</td> <td>15%</td> <td>20%</td> </tr> <tr> <td>SPED</td> <td>7%</td> <td>11%</td> <td>9%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> At every grade level Asian and White students are outperforming other disaggregated groups at a significant rate. ELL performance at all grade levels over the last three years is decreasing than increasing. SPED performance at all grade levels is significantly lower than other disaggregated groups and is decreasing. 	Reading	2010	2011	2012	6 th	52%	47%	57%	7 th	43%	50%	47%	8 th	46%	46%	44%	ELL	16%	15%	20%	SPED	7%	11%	9%	<p>Professional development has not resulted in long term changes to professional practice. Collaboration and the data cycle have not yet become part of school culture.</p>	<p>Neither professional development, nor collaborative work in targeting instructional next steps has resulted in accelerated growth for students</p>
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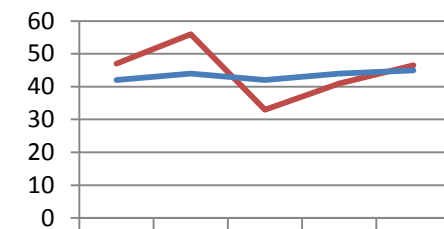
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	<p>Achievement of continuously enrolled students for the past 3 years is declining.</p> <p>Writing</p> <ul style="list-style-type: none"> Three year trend data shows that the percent of students scoring proficient or above is increasing from 2010 to 2012. <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Writing</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>37%</td> <td>45%</td> <td>46%</td> </tr> <tr> <td>7th</td> <td>32%</td> <td>43%</td> <td>44%</td> </tr> <tr> <td>8th</td> <td>30%</td> <td>31%</td> <td>38%</td> </tr> <tr> <td>ELL</td> <td>10%</td> <td>14%</td> <td>18%</td> </tr> <tr> <td>SPED</td> <td>3%</td> <td>5%</td> <td>4%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> At every grade level the ELL growth is significantly lower than other disaggregated groups, however, achievement is increasing. At every grade level the SPED growth increased than decreased. Achievement data for continuously enrolled students is decreasing. 	Writing	2010	2011	2012	6 th	37%	45%	46%	7 th	32%	43%	44%	8 th	30%	31%	38%	ELL	10%	14%	18%	SPED	3%	5%	4%		
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Academic Growth Gaps	<p style="text-align: center;">TCAP Reading MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>62</td> <td>51</td> <td>48</td> <td>54.5</td> <td>47</td> </tr> <tr> <td>Non-ELL</td> <td>49</td> <td>38</td> <td>47</td> <td>43</td> <td>49</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ELL students are still underperforming compared to the overall student population. 		2008	2009	2010	2011	2012	ELL	62	51	48	54.5	47	Non-ELL	49	38	47	43	49	<p>All students in disaggregated groups are consistently not meeting state growth expectations in reading and math.</p>	<p>Collaboration for teachers has not been leveraged to provide purposeful, collegial support for math intervention.</p>
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	2008	2009	2010	2011	2012																
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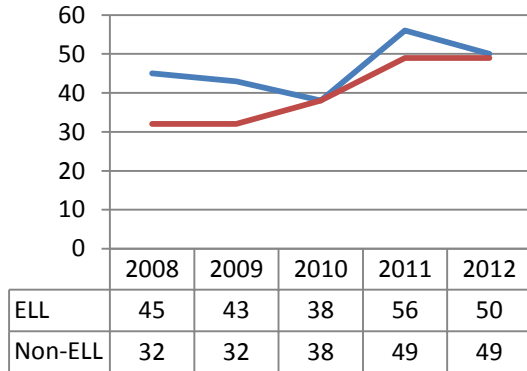
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance Challenges

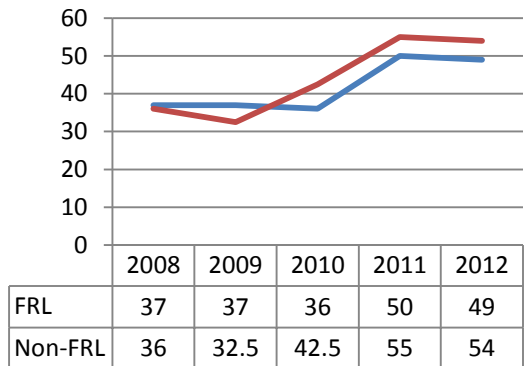
Root Causes

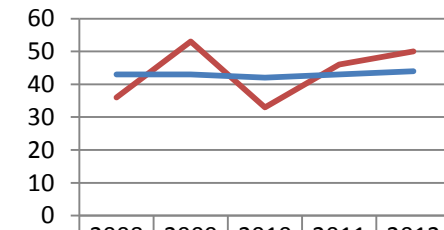
TCAP Math MGP



- ELL scores increased from 2010 to 2011 and then decreased in 2012.

TCAP Math MGP



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
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	2008	2009	2010	2011	2012																
School SPED	36	53	33	46	50																
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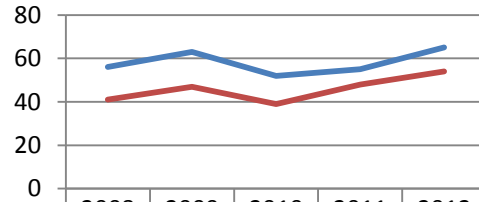
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

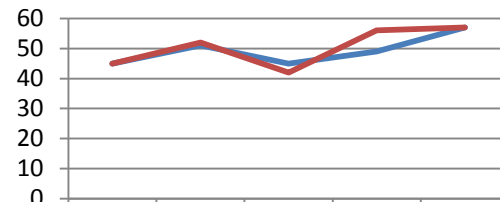
TCAP Writing MGP



	2008	2009	2010	2011	2012
ELL	56	63	52	55	65
Non-ELL	41	47	39	48	54

- ELL scores in writing have increased the last years and have continually outperformed Non-ELL students.

TCAP Math MGP



	2008	2009	2010	2011	2012
FRL	45	51	45	49	57
Non-FRL	45	52	42	56	57

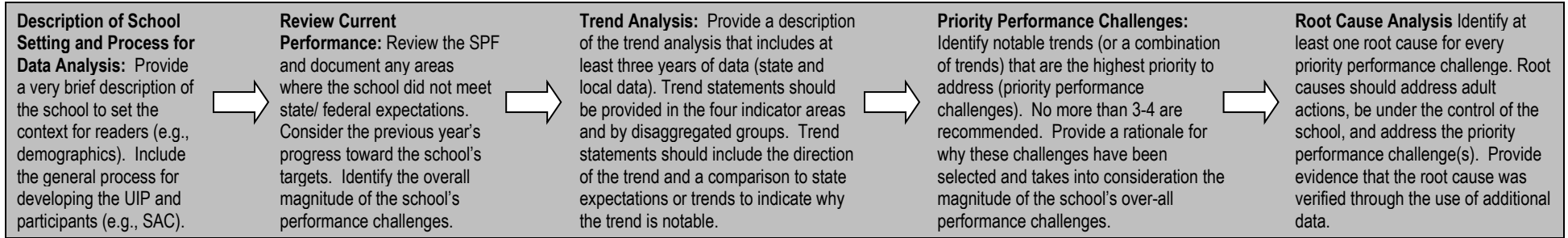
- FRL scores have increased since 2010 catching up

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>with Non-FRL in 2012.</p> <div style="text-align: center;"> <h3>TCAP Writing MGP</h3> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>School SPED</td> <td>42.5</td> <td>53</td> <td>34</td> <td>46</td> <td>57</td> </tr> <tr> <td>State SPED</td> <td>42</td> <td>40</td> <td>41</td> <td>43</td> <td>44</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> SPED scores have increased since 2010, outperforming the state SPED the last two years. 		2008	2009	2010	2011	2012	School SPED	42.5	53	34	46	57	State SPED	42	40	41	43	44		
	2008	2009	2010	2011	2012																
School SPED	42.5	53	34	46	57																
State SPED	42	40	41	43	44																
Post Secondary & Workforce Readiness		// // //																			

Data Narrative for School

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

Data Narrative for School



Narrative:
 Henry World School is a middle school that serves a wide variety of educational and socio-economic backgrounds. Henry is a Title 1 school with 81% of students who qualify for free or reduced lunch. In addition, Henry is designated as an ELA-E (English Language Acquisition – English) program school serving 33% of students who do not speak English as their first language. Currently all staff members meet the Title 1 NCLB requirement of being highly qualified for their content area. Currently 12 staff members are ELA-E qualified and 24 teachers have completed the district course requirements toward ELA certification. Henry World School is unique in the southwest region as the only school with an International Baccalaureate Middle Years Programme (MYP). During the last 7 years of implementation, the staff has learned the guiding principles of MYP, a new unit design planner, the criterion for each content area and the assessment and reporting program which is distinct from the districts. The staff and community are deeply committed to the MYP model as an enriched way of learning.

In addition to MYP for all students, we offer an Honors Track in all subject areas. There are currently 191 gifted and talented students identified at Henry who are being served by G/T programming.

Henry’s Demographics:

Henry’s population consists of 824 sixth, seventh, and eighth grade students. The ethnic breakdown is 68% Hispanic, 15% White, 2% African American, 9% Asian and <2% American Indian. Eighty-one percent of students qualify for Free or Reduced Lunch (F/RL) and 16.3% of the population are identified as English Language Learners (ELLs). 17% of students are receiving Special Education (SPED) services and 23% of students are identified as G/T.

UIP Planning Process:

Several different opportunities have been provided to staff and community members to participate in data analysis and the UIP planning process. The data analyzed included the District’s SPF and gap change reports, CSAP results, District Interim Benchmark Data, SRI, attendance and Essential Learning Goal Data (ELG’S) for math and Language Arts. At the beginning of the 2012-2013 school year the staff as a group, with the support of the Colorado Department of Education and DPS support staff, reviewed the data to identify changes in trends, root causes and gaps. The Collaborative School Committee (teachers, parents and community members), the School Leadership Team (SLT) and district staff reviewed the new data and updated the UIP in the fall of 2012. The entire faculty will have an opportunity to review the UIP and submit comments prior to the end of the 2012-2013 school year.

Trend Analysis, Priority Challenges, Root Causes and Verification

Achievement on CSAP:

CSAP/TCAP data has continued to fluctuate up and down in reading. In math and writing we saw an upward trend; however, it is significantly below the district targets. In 2012, the overall achievement target for reading was 53%, we missed this target by 4%. The overall math achievement target was 42%, we just missed this target by 1%. The overall achievement target for writing was 44% and we just missed this target by 1%. **Priority Performance Challenge for Achievement:** Reading achievement at Henry has been well below the district targets for the past five years. For this reason our priority performance challenge will be to refine teaching practice and improve reading instruction to meet the district target in reading achievement of 58% for 2013. **Priority Performance Challenge for Academic Growth:** The academic growth trend in reading has not met the district goal of a minimum of 55% median growth percentile (MGP). Our priority performance challenge is to have our reading academic growth at 60% to meet the district target. **Priority Performance Challenge for Growth Gaps:** All students in all disaggregated groups are consistently not meeting state growth expectations in Reading and Math. It's important that all students are proficient in reading and math, as they are gateways to college. Our priority performance challenge is to meet state expectations in reading and math growth.

Priority Performance Challenge for Achievement: Reading achievement at Henry has been well below the district targets for the past five years. For this reason our priority performance challenge will be to refine teaching practice and improve reading instruction to meet the district target in reading achievement of 58% for 2013.

Root Cause #1: Neither professional development nor common instructional targets were leveraged to result in improved instructional practices for teachers or targeted reading strategies for students.

The Leadership team first used the “circle map” strategy to brainstorm and categorize possible explanations for performance challenges. Then, the leadership team used a “why? Because” protocol to get to root cause for the achievement priority performance challenge that was established during the root cause professional development with support of CDE on 10/10/12.

Overall Academic Achievement Status	2009	2010	2011	2012
Reading	43%	47%	47%	49%
Math	33%	30%	38%	41%
Writing	37%	33%	40%	43%

Priority Performance Challenge for Academic Growth: The academic growth trend in reading has not met the district goal of a minimum of 55% median growth percentile (MGP). Our priority performance challenge is to have our reading academic growth at 60% to meet the district target.

Schedule/Intervention- Over the past 3 years, an average of 166 6th graders; 166 7th graders and 159 8th graders scored below proficient on the state reading assessment. Over those same years, an average of 140 6th graders; 84 7th graders and 63 8th graders received additional support in reading intervention classes. This left an average of 17 6th graders; 82 graders and 86 8th graders

without extra reading support per trimester. Many of those students were in need of both Reading and Math support, but did not receive that support daily. They were in either in classes that alternated days between reading and math, giving them 90 to 135 minutes of reading support a week; or received only reading support and no math at all. Finally, Intervention classes were scheduled where there were available teachers throughout the day. This left students and teachers without the option of targeting skill levels and moving students from one level to the next to better meet their needs. Students were generally grouped by TCAP score and, once in an intervention class, remained there regardless of improvement or need.

Practice and Professional Support- Over the past 3 years, several reading programs have been used at Henry World School. These include Reading Advantage, LANGUAGE!, 6 minute Solution and Read 180. Of these, only Read 180 (implemented in 2011-2012) was supported by a coach, in-service days, targeted skills instruction and targeted skills assessment. When viewed as cohorts, only students in Read 180 classes met last year's growth targets. Read 180 is a tiered program which is directed at both reading and writing skills and costs approximately \$15,000 per year for materials, coaching and web-based support. The District provided funding for three classes (this included 5 full days of coaching for 3 teachers, substitutes, all start-up materials and subscriptions for 60 students) in 2011-2012 and 2 classes for the 2012-2013 school year (includes consumables, 3 full days of coaching and 40 subscriptions). Funding for 2013-2014 is currently not available.

Of 13 certified Language Arts teachers, 0 have an endorsement or other certification in reading. In 2011-2012, 3 of 13 Reading Intervention teachers received coaching in reading instruction; these 3 were all Read 180 teachers. All 3 were involved in both the Professional Development Unit on Academic Language and a Data Cycle about Reading skills in Collaboration. 2 of these 5 teachers met District expectations for growth in Reading.

Root Cause #2: Neither reading instruction, nor secondary reading skills have been purposefully planned for, supported or monitored for progress.

Overall Academic Growth	2009	2010	2011	2012
Reading	41%	47%	47%	49%
Math	36%	38%	52%	50%
Writing	52%	44%	51%	57%

S

Academic growth gaps

Reading	2010	2011	2012	Gap Size
FRL	-37.9%	-38.4%		Large
ELL	-49.7%	-48%		Large
SPED	-49.9%	-45.5%		Large
Minority Combined	-35.3%	-36%		Large

Math	2010	2011	2012	Gap Size
FRL	-37%	-35%		Large
ELL	-46.8%	-35.8%		Large
SPED	-37.7%	-41.3%		Large
Minority Combined	-39.1%	-38.4%		Large

Writing	2010	2011	2012	Gap Size
FRL	-40.2%	-39.6%		Large
ELL	-41.4%	-40.5%		Large
SPED	-40.8%	-42.6%		Large
Minority Combined	-39.6%	-38.3%		Large

The gap size for all subgroups in reading, math, and writing is at least two years behind the district and state expectations.

Priority Performance Challenge for Academic Growth in Mathematics: Our priority performance challenge is to meet state expectations for growth in math. It's important that all students are math, as it is a gateway to college. The academic growth trend in math has not met the District goal for a Median Growth Percentile of 55. Our Priority performance challenge is to have academic growth for Math meet the District target of 60% MGP.

Schedule/Intervention:

For the past 3 years the master schedule allowed for approximately 60 students in 6th grade, 80 students in 7th and 80 students in 8th grade to receive additional support in math intervention classes. These 7th and 8th grade students were in classes that alternated days between Reading and math intervention. This added to approximately 2.5 hours of math support a week. Additionally, since 6th grade math and reading were scheduled at the same time, 6th grade students who needed both reading and math intervention were only supported in Reading. As a result of this model, most math intervention classes were actually populated by students who were proficient or advanced on the state math assessment. Because Intervention classes were not purposefully placed together, most students who were assigned an intervention by available time slots in their schedule rather than by skill level. Additionally, once assigned to a class, they could not be moved from that intervention if they achieved proficiency. This created multi-ability classes that could not be leveled to monitor or respond to student progress. Overall, there were students at all three grade levels whose assignments to support were inadequate.

Teacher Practice and Professional Support:

Over the past 3 years, the math teaching staff has struggled to procure an intervention curriculum that could help them meet the needs of their students and support their practice. Teachers have had to plan on their own, relying on their own expertise and parts of various curricula like: CMP textbooks, CSAP coach books, MYP Interact books and other teacher-developed materials.

Root Cause #3: The master schedule has not been used to support common class times for students or common planning for teachers. Collaboration for teachers has not been leveraged to provide purposeful collegial support for math intervention.

Priority Performance Challenge for Cultural Competency : (Community Connection)

Our Priority Performance Challenge is to achieve an average monthly student attendance goal of 90 %. Over the past years, we have not met district goals in either attendance or discipline.

Trends in behavior data demonstrate that over half (61%) of all OSS occur in 8th grade. These are primarily Type 3 offences on the DPS discipline matrix. They include: bullying, harassment, fighting, being under the influence and possession. Sixth and seventh grade discipline issues and counseling referrals usually focus on type 1 and 2 offenses. This demonstrates both an escalation in severity of student discipline issues and a lack of longevity in the lessons learned from current interventions.

We believe the way students will thrive and connect to school is for teachers to increase their respect for, and understanding of, the students they teach which include having empathy, understanding the culture of poverty, and taking on responsibility for their relationships with all students. To do this, we will focus on developing adult awareness of student needs and skills in creating a positive school culture. We will also work to establish systems of intervention that can create long term support for students who need them.

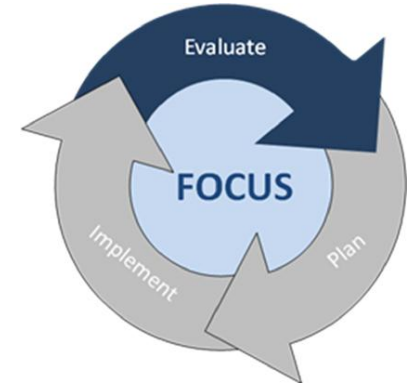
Section IV: Action Plan(s)

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/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	<table border="1"> <thead> <tr> <th>Rdg</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>52%</td> <td>47%</td> <td>57%</td> </tr> <tr> <td>7th</td> <td>43%</td> <td>50%</td> <td>47%</td> </tr> <tr> <td>8th</td> <td>46%</td> <td>46%</td> <td>44%</td> </tr> <tr> <td>ELL</td> <td>16%</td> <td>15%</td> <td>20%</td> </tr> <tr> <td>SPED</td> <td>7%</td> <td>11%</td> <td>9%</td> </tr> </tbody> </table>	Rdg	2010	2011	2012	6 th	52%	47%	57%	7 th	43%	50%	47%	8 th	46%	46%	44%	ELL	16%	15%	20%	SPED	7%	11%	9%	58%	63%	Beginning of the Year (BOY) Interims writing and math; Winter Interims reading, writing, and math; ELG Quizzes; ACCESS Test	School wide collaboration, PD reading intervention, PD math intervention
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						Test	
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	MGP 48	MGP 65	MGP 70	BOY Interims writing and math; Winter Interims reading, writing, and math; ELG Quizzes; ACCESS Test	School wide collaboration, PD reading intervention, PD math intervention
		M	MGP 46	MGP 70	MGP 75	BOY Interims writing and math; Winter Interims reading, writing, and math; ELG Quizzes; ACCESS Test	School wide collaboration, PD reading intervention, PD math intervention
		W	MGP 52	MGP 70	MGP 75	BOY Interims writing and math; Winter Interims reading, writing, and math; ELG Quizzes; ACCESS Test	School wide collaboration, PD reading intervention, PD math intervention
		ELP	MGP 53	56	53	BOY Interims writing and math; Winter Interims reading, writing, and math; ELG Quizzes; ACCESS Test	School wide collaboration, PD reading intervention, PD math intervention
Academic Growth Gaps	Median Student Growth Percentile	R	ELL MGP 54 SPED MGP 41	ELL MGP 70 SPED MGP 55	ELL MGP 75 SPED MGP 60	BOY Interims writing and math; Winter Interims reading, writing, and math; ELG Quizzes; ACCESS Test	School wide collaboration, PD reading intervention, PD math intervention
		M	ELL MGP 55 SPED MGP 40	ELL MGP 70 SPED MGP 60	ELL MGP 75 SPED MGP 65	BOY Interims writing and math; Winter Interims reading, writing, and math; ELG Quizzes; ACCESS Test	School wide collaboration, PD reading intervention, PD math intervention
		W	ELL MGP 56 SPED MGP 43	ELL MGP 70 SPED MGP	ELL MGP 75 SPED MGP	BOY Interims writing and math; Winter Interims	School wide collaboration, PD reading intervention,

				60	65	reading, writing, and math; ELG Quizzes; ACCESS Test	PD math intervention
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

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 collaborative structures that support student growth and achievement. **Root Cause(s) Addressed:**

Root Cause #1: Neither professional development nor common instructional targets resulted in improved instructional practices for teachers or targeted reading strategies for students.

Root Cause #2: Neither reading instruction, nor secondary reading skills have been purposefully planned for, supported or monitored for progress.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step
<p>Master Schedule: The school schedule is organized to provide time and opportunity for students (intervention classes) and teachers (Collaboration and Professional Development). (details for Intervention in Action Steps 2 and 3)</p>	Aug.2012 –March 2013	Teachers, School Leadership Team (SLT), School Leadership, Teacher Effectiveness Coaches (TEC)	Building Budget	<ul style="list-style-type: none"> Intervention class for all students below proficient in Reading and Math (Aug.-May) Teachers have daily collaboration opportunities built into their schedules Collaboration opportunities are purposely scheduled to meet grade-level and content needs for articulation 	Completed
<p>Structures that Support Purposeful Collaboration</p>	Aug. 2012 and ongoing	Teachers, School Leadership Team (SLT), Teacher Leadership Academy (TLA) School Leadership, Teacher Effectiveness Coaches (TEC)	Building Budget	<ul style="list-style-type: none"> Flexible grouping for staff: (content, grade level, intervention, co-teaching, peer coaching) The master schedule will provide time for each of the necessary groups to collaborate. (weekly, Aug. and ongoing) Collaboration Opportunities <ul style="list-style-type: none"> Intervention (Mondays-45 min.) Grade-level (Tues./Thurs.60 min.) Content (Wed./Fri.- 45 min.) Professional supports are managed according to 	Completed In Progress In Progress

				<p>need</p> <ul style="list-style-type: none"> ○ 2 TECs- facilitate Intervention (Math and Science teachers), No Nonsense Nurturing (Grade-level teams and 1 on 1), ELA support (grade-level and 1 on 1), support data collection and web access to data for collaboration teams (Aug.-Ongoing weekly) ○ 2 Intervention Specialists facilitate Reading Intervention teams (Literacy and Soc. Studies teachers) and Literacy teams (literacy teachers). Collaboration; Professional Development; Defining and building assessment for Specific Learning Targets; Maintain Wiki for Teacher communication and resources. (Aug.-Ongoing daily) ○ Teacher Leadership Academy members represent all general departments. (Electives, Literacy, Math, Special Education and ELL) Teachers lead colleagues in standards implementation (Aug., Jan. April); Lead by participating in Collaborative assessment (weekly), Peer Observation (Jan.-May), Lesson Study (Feb., April), Video (Oct.-May) 	<p>In Progress</p> <p>In Progress</p> <p>Completed</p>
<p>Shared focus: develop a guaranteed and viable curriculum</p>	<p>September and ongoing</p>	<p>All Content teachers, select elective teachers, Admin Team, Interventionists, Teacher Effectiveness Coach (TEC)</p>	<p>Building Budget</p>	<ul style="list-style-type: none"> ● Use Common Core Standards and Research-based Reading/Math strategies to identify targeted learning goals. (weekly Sept.- May) ● Use collaboration time and the Data Cycle to analyze evidence of learning, adjust common assessments, agree on common professional practice. (3 week cycle-Sept-May) 	<p>In progress</p>
<p>Student progress:</p>	<p>Sept and ongoing</p>	<p>Admin Team, Teacher Effectiveness Coach (TEC), Teacher Leadership Academy (TLA)</p>	<p>Building Budget</p>	<ul style="list-style-type: none"> ● Intervention classes- Assessment of targeted skills immediately follows instruction of targeted skills. (weekly Sept.-May) ● Intervention Team-TEC/TLA Facilitates discussion of data for trends and adjustments (every other week-Sept.-May) ● Reading Intervention outside measure of progress (McCall-Crabbs Reading Assessment) once every 3 weeks (Jan-may) 	<p>In progress</p> <p>In Progress</p> <p>Deleted from agenda</p>

				<ul style="list-style-type: none"> • Content teams- Assessment of targeted skills immediately follows instruction of targeted skills. (once per data cycle Sept.-May) • Content teams- Leadership team/TLA Facilitates discussion of data for trends and adjustments (1-2 times per data cycle Sept-May) 	<p>In progress</p> <p>Completed</p>
<p>Professional Development Opportunities to support teachers with Instructional Practices and Content Knowledge</p> <p>Instructional practices and Content Knowledge:</p>	September and ongoing	Teachers, Interventionists, TECs, Admin Team	Building Budget (Conference and contract PD)	<ul style="list-style-type: none"> • Professional support is embedded in Collaboration <ul style="list-style-type: none"> ○ Support for Data Cycle around student progress-facilitated by TEC, TLA, Leadership Team (Aug-Jan) teachers (Phase in beginning Feb.) ○ Support /resources for increasing depth of content- <ul style="list-style-type: none"> ▪ Writing to Read ▪ Reader's/Writer's Workshop ▪ Collaborative Strategic Reading (CSR) ▪ 1 on 1 coaching ▪ Article and resource study for collaborative teams ▪ Teacher Leadership Academy ○ Support/Resources for refining teaching practices <ul style="list-style-type: none"> ▪ Peer observation (Jan.-May) ▪ Video study (Oct.-May) ▪ Lesson Study(Feb., April, May) ▪ No Nonsense Nurturing ○ Support for Building Leadership capacity <ul style="list-style-type: none"> ▪ Teacher Leadership Academy ▪ Peer coaching ▪ Peer observation ▪ Lesson Study ▪ Learning Walks ▪ Professional Development Unit- Co-teaching for inclusion classes. 	In progress
<p>Progress monitor effectiveness of teacher professional development, collaboration, and professional growth</p>	Sept. 2012 and ongoing		Building Budget	<ul style="list-style-type: none"> • Collaborative Progress <ul style="list-style-type: none"> ○ Leadership team co-plans with each other, TECs and interventionists to ensure consistent messaging 	In progress

				<p>and goals for building capacity. (weekly- Aug. and ongoing)</p> <ul style="list-style-type: none"> ○ Collaborative practices for supporting each other- co-planning, peer-observations, video study; building common assessments; choosing common instructional practices, professional dialogue ○ Leadership team attends at least 60% of regularly scheduled collaborative meetings ● Individual Progress <ul style="list-style-type: none"> ○ TECs and Interventionists meet with other teachers to clarify work, support planning, peer-coach (Weekly- Sept. and ongoing) ○ Individual practices supporting growth includes participation in: data cycle, chosen instructional practices, peer observation and co-planning. (Weekly) ○ Leadership team meets with individual teachers to clarify participation goals and support teachers in maximizing that support. 	In Progress
Create and Implement Consistent Common Teacher Meeting Time	Monthly: Sept. 2012 – May 2013	Professional support as needed to communicate information: CDE members, District staff, Teachers, Leadership team, TECs, etc.	Building Budget	<ul style="list-style-type: none"> ● Late Start Day: Staff meeting 8am-9:45am. 1st Wed each month. (Aug.-May.) 	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).

				<p>summative assessment of all above skills. Pre (week1), Mid (week 6) and Post (week 12) Opportunity for students to move from 1 skill-leveled class to the next at 6 and 12 week points. (Aug-May)</p> <ul style="list-style-type: none"> ○ Weekly assessment of individual Targeted Reading Strategies (same skill is assessed for each week of a 3 week data cycle) (Oct.-May) 	
Align Common Core State Standards for Reading:	Aug. and ongoing	All General Ed. Teachers, Teacher Effectiveness Coach., School Leadership	Building Budget	<ul style="list-style-type: none"> ● Match Reading Comprehension Skills to key elements of Reading Standards 1 and 10 for literacy. (Sept. /ongoing) ● Teachers develop common Specific learning Targets that measure student progress in Reading Standards 1 and 10 (3 week data cycle) 	Completed
Special Education and Reading Improve status and growth for Special Education students by improving teaching practices	Dec. 2012- Feb.2013	All inclusion teachers and school leadership	\$2,000	<ul style="list-style-type: none"> ● Program: Read 180 materials, online subscription (paid for) ● and 1 on 1 coaching \$2,000 (Sept. – May) ● Professional Devel. (as needed) ● Improve CoTeaching Strategies via PDU (Dec.2012- Feb.2013) ● Scheduled co-planning opportunities (Weekly) ● Interventionist support (as requested) 	Completed Completed Completed Completed In progress
English Language Learners (ELA) and Reading Improve status and growth for English Language Learners students by improving teaching practices.	October 2012 and ongoing	All ELA teachers and school leadership	Building Budget (Supplemental resources and materials \$300)	<ul style="list-style-type: none"> ● Professional Support ● Scheduled co-planning opportunities between Content teachers and Instructional Services Advisory (ISA) team. ● Interventionist, TEC and ISA support as requested 	In Progress Completed In Progress

				<ul style="list-style-type: none"> • BoE focused around Specific Learning Targets- 3 times a year. 	In progress
Professional Development for Reading:	Aug.2012 and ongoing	All faculty and support staff, Teacher Effectiveness Coach.	Building Budget (Supplemental resources and materials \$300)	<ul style="list-style-type: none"> • Implement and monitor best teaching practices for reading. <ul style="list-style-type: none"> ○ Modeling ○ Higher order Questioning ○ Specific and timely feedback (Sept. and ongoing - 3 week cycle) • Student strategies- <ul style="list-style-type: none"> ○ CSR ○ Writing to Read ○ Readers and Writers workshop (Sept. and ongoing - 3 week cycle) • Collaboration <ul style="list-style-type: none"> ○ Intervention (Mondays-45 min.) ○ Grade-level (Tues./Thurs.60 min.) ○ Content (Wed./Fri.- 45 min.) • Additional PD opportunities <ul style="list-style-type: none"> ○ Peer observation (Jan.-May) ○ Video study (Oct.-May) ○ Lesson Study (Feb., April, May) 	<p>In Progress</p> <p>In progress</p> <p>In progress</p> <p>In progress</p>
Support and Monitor the Progress of No Nonsense Nurturing:	Aug.2012 Oct. 2012 and ongoing	General Ed. teachers, Teacher Effectiveness Coach.	Building Budget	<ul style="list-style-type: none"> • All teachers: formal training (Aug. 2012); Follow-up discussions (Oct 2012, Feb 2013) • Content teams: Bi monthly coaching with TEC. (Aug. and ongoing) • Individual coaching: Real-time coaching and co-planning (Sept. and ongoing) 	<p>In Progress</p> <p>Deleted from agenda</p> <p>In progress</p>

Major Improvement Strategy #3: Improve academic growth in Math **Root Cause(s) Addressed:**

Root Cause #3: The master schedule has not been used to support common class times for students or common planning for teachers. Collaboration for teachers has not been leveraged to provide purposeful collegial support for math intervention.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources	Implementation Benchmarks	Status of Action Step
Intentionally Create and Implement Math Intervention Classes.	Aug. and ongoing	All math and science teachers, Math intervention and IMC specialist, Teacher Effectiveness Coach., School Leadership	Building Budget (Supplemental resources and materials)	<ul style="list-style-type: none"> Scheduled opportunities for students <ul style="list-style-type: none"> All students below proficient in Math have Intervention 45min. every day Classes are scheduled by grade level so instruction matches skill level Calibration of assessments to levels of proficiency (Sept. – May 3 week cycle) 	Completed In progress
Implement and Progress Monitor Essential Learning Goals:	Beginning Aug. 2012	All math and science teachers, Math intervention and IMC specialist, Teacher Effectiveness Coach., School Leadership	Building Budget	<ul style="list-style-type: none"> Implement instruction of Common Strategies for teaching Math : (3 Week cycle Jan.-May) Implement Pre./Mid./ Post assessments of ELGs <ul style="list-style-type: none"> 12 week intervention class has summative assessment of skills addressed in ELGs. Pre (week1), Mid (week 3) and Post (week 6) Opportunity for students to move from 1 skill-leveled class to the next at 6 and 12 week points. (Aug.-May) Weekly assessment of individual ELGs is addressed in Math Content classes. Teachers electronically post results on a spreadsheet for all Intervention Math teachers to access. (Sept.-May) 	In Progress Completed for Tri 1 and 2 In progress for Tri 3
Align Common Core State Standards for Math:	Aug. and	All General Ed.	Building Budget	<ul style="list-style-type: none"> Teachers use District provided crosswalk 	Completed

	ongoing	Teachers, Teacher Effectiveness Coach., School Leadership		documents for CMP math curriculum and Common Core State Standards.	
Special Education and Math Improve growth for Special Education students.	Dec. 2012- Feb.2013	All inclusion teachers and school leadership	Building Budget	<ul style="list-style-type: none"> Professional Devel. (as needed) Improve CoTeaching Strategies via PDU (Dec.2012- Feb.2013) Scheduled co-planning opportunities (Weekly) Resource classes scheduled to support Special Needs students. 	<p>In Progress</p> <p>Completed</p> <p>In progress</p> <p>Completed</p>
English Language Learners (ELA) and Math Improve growth for English Language Learners students by improving teaching practices.	Nov. and ongoing	All ELA teachers and school leadership	Building Budget (Supplemental resources and materials)	<ul style="list-style-type: none"> Scheduled co-planning opportunities between Content teachers and Instructional Services Advisory (ISA) team. Interventionist, TEC and ISA support as requested BoE for ELA students focused around Specific Learning Targets- 3 times a year. 	<p>Completed</p> <p>In progress</p> <p>Completed Tri 1 and 2</p> <p>In progress Tri 3</p>
Professional Development for Math:	Aug.2012 and ongoing	All faculty and support staff, Teacher Effectiveness Coach.	Building Budget (Supplemental resources and materials)	<ul style="list-style-type: none"> Implement and monitor best teaching practices for Math. (Dec.-May 3 week cycle) Student strategies- (Dec. -May 3 week cycle) Collaboration <ul style="list-style-type: none"> Intervention (Mondays-45 min.) Grade-level (Tues./Thurs.60 min.) Content (Wed./Fri.- 45 min.) 	<p>In Progress</p> <p>No addressed</p> <p>In progress</p>
Support and Monitor the Progress of No Nonsense Nurturing-	Aug.2012 Oct. 2012 and ongoing	General Ed. teachers, Teacher Effectiveness Coach.	Building Budget	<ul style="list-style-type: none"> All teachers: formal training (Aug. 2012); Follow-up discussions (Oct 2012, Feb 2013) Content teams: Bi monthly coaching for some teachers with TEC. (Aug. and ongoing) Individual coaching: Real-time coaching (for some)and co-planning (Sept. and ongoing) 	<p>In Progress</p> <p>Not addressed</p> <p>In progress</p>

Section V: Appendices

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

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

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program

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

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	Several different opportunities have been provided to staff and community members to participate in data analysis and the UIP planning process. The data analyzed included the District's SPF and gap change reports, CSAP results, District Interim Benchmark Data, SRI, attendance and Essential Learning Goal Data (ELG'S) for math and Language Arts. At the beginning of the 2012-2013 school-year the entire staff, with the support of the Colorado Department of Education and DPS support staff, reviewed the data to identify changes in trends, root causes and gaps. The Collaborative School Committee (teachers, parents and community members), the School Leadership Team (SLT) and district staff reviewed the new data and updated the UIP in the fall of 2012. The entire faculty will have an opportunity to review the UIP and submit comments prior to the end of the 2012-2013 school year.
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	For description of need, please see UIP page 13. Section: <u>Achievement on CSAP</u> - Priority Performance Challenges for Achievement, Academic Growth and Growth Gaps For activities please see UIP page18- Structures that Support Purposeful Collaboration: These activities involve all content teachers in work that improves instructional practice or Reading and Math.

			<p>UIP page 19- Student progress: These activities involve all teachers and students in work that provides systematic monitoring of and adjustment for student progress.</p> <p>UIP pages 22, 25- Reading Intervention Classes, Math intervention classes</p> <p>UIP page 23, 26- Special Education and Reading and English Language Learners (ELL) and Reading; Special Education and Math and English Language Learners (ELL) and Math</p>
<p>What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>		<p>Section IV: Action Plan (p. 10)</p>	<p>UIP Page18: Master Schedule: provides multiple opportunities for intervention and enrichment in Reading and Math</p> <p>UIP page 20: Instructional practices and Content Knowledge:</p> <p>UIP pages 24, 26: Professional Development for Reading, Professional Development for Math and No Nonsense Nurturing</p>
<p>All core content teachers are highly qualified.</p>			
<p>How are highly qualified teachers recruited and retained?</p>		<p>Section IV: Action Plan (p. 10)</p>	<p>One of the best ways to retain highly qualified teachers is to create a collaborative learning environment for the teachers. Helping teachers feel appreciated and productive is also one of the best ways to retain great teachers. An environment where teachers collaborate almost always translates into student achievement. The most comprehensive study of factors affecting schooling ever conducted concluded that the most powerful strategy for helping students learn at higher levels was ensuring that teachers work collaboratively in teams to establish the essential learnings all students must acquire, to gather evidence of student learning through an ongoing assessment process, and to use the evidence of student learning to discuss, evaluate, plan, and improve their instruction (Hattie 2009).</p>

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	UIP Pages 13-15: <u>Achievement on CSAP</u> - Priority Performance Challenges for Achievement, Academic Growth and Growth Gaps UIP page 19- Student progress: These activities involve all teachers and students in work that provides systematic monitoring of and adjustment for student progress. UIP pages 24, 26: Professional Development for Reading, Professional Development for Math and No Nonsense Nurturing
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	The UIP is a "living" document and will be updated at least two times a year. Parents will be afforded the opportunity to participate at our Collaborative School Committee meetings once a month.
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	<i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i>

Henry World School/Family Contract

Print Name: _____

Grade: _____

School year- 2012-2013

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.
- Monitor tardies and attendance and notify families when attendance becomes detrimental to student success.

Student Responsibilities:

- Consistently and regularly attend all classes and perform to the best of my ability.
- Accept responsibility for my education.
- Exhibit a positive attitude and demonstrate the characteristics of the IB Learner Profile, especially respect for each member of the Henry World School Community.
- Contribute to making this school a safe place to learn and grow.
- Follow the policies and guidelines of Henry World School.
- 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.

Parent/Guardian Responsibilities:

- Understand and support the time commitment needed by my child to be successful at Henry World School.
- Support my child in taking responsibility for daily, on time attendance, high expectations, and completing homework.
- Promptly report all absences to the Henry World School attendance office.
- Update Henry 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, the school website, and communicate with the school regularly.



School Rep signature _____

Date _____

Student signature _____

Date _____

Parent signature _____

Date _____