

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **8909** School Name: **TREVISTA ECE-8 AT HORACE MANN** SPF Year: **1 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	71.43%	-	33.33%	21.62%	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.	
		M	70.89%	52.48%	-	40.6%	21.62%		
		W	53.52%	57.77%	-	13.33%	17.45%		
		S	47.53%	48.00%	-	5.13%	9.62%		
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	65	74	-	48	47	-	
		M	80	97	-	55	50	-	
		W	72	83	-	49	42	-	
ELP	-	-	-	38	29	-			

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

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

Accountability Status and Requirements for Improvement Plan

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment			
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Awarded a TIG grant	In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model (i.e., Turnaround, Transformation, Closure). Note the specialized requirements for grantees included in the Quality Criteria document.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Trevista received the Walton Family Foundation Grant in 2012-2013 to support the school's improvement efforts.
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	No.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No.
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input checked="" type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	La Dawn Baity, Principal
	Email	Ladawn_Baity@dpsk12.org
	Phone	720-423-9800
	Mailing Address	4130 Navajo Street, Denver, CO 80211
2	Name and Title	Jesús Rodríguez, Assistant Principal
	Email	Jesus_Rodriguez@dpsk12.org
	Phone	720-423-9800
	Mailing Address	4130 Navajo Street, Denver, CO 80211
3	Name and Title	Guy Pasquino, Principal Resident
	Email	Gaetano_Pasquino@dpsk12.org

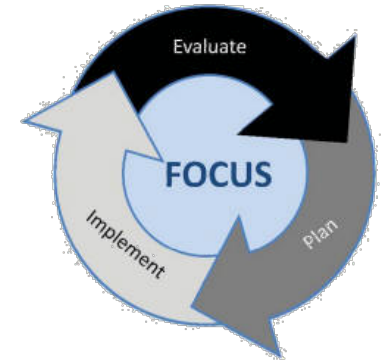
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	Phone	720-423-9800
	Mailing Address	4130 Navajo Street, Denver, CO 80211

Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

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

Data Narrative for School

<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 local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</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 performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</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 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall 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. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Narrative:
Trevista at Horace Mann is in its sixth year as an ECE-8th grade school as a result of school consolidation following the closure of three underperforming neighborhood schools (Horace Mann MS, Smedley ES, & Remington ES). At Trevista 94.57% of our students qualify for free and reduced lunch. The student population is comprised of 83% Hispanic/Latino, 7% African American, 5% White, and 5% other. In addition, 46.1% of Trevista students have a primary home language other than English. At both the elementary and middle school levels, Trevista is a Transitional Native Language Instruction (TNLI) school designated by the Denver Public Schools. Achievement and growth on all data indicators is consistently low and improvement is needed in all content areas and at every grade level. Trevista uses multiple tools to build a body of evidence and monitor student progress at each grade level that include: ACCESS, TCAP, DRA2/EDL2, EDM, CMP, SMI, SRI, STAR, and Interim assessments.

During Trevista’s second year of Tiered Intervention Grant support (2012-2013), the school implemented a variety of changes using the turnaround model, including specialized support from three academy directors, a completely revised schedule that expanded learning time and provided additional time for interventions, and developed data maps in order to track progress and appropriate

supports for every student while backward mapping from end of year goals. Most of our data indicators show that we did not make the expected progress in 2012-2013 and as a result, we are adjusting our action steps as reflected in this Unified Improvement Plan with foci specifically on: student culture and data driven instruction.

The most critical data trends upon which the turnaround plan was developed include:

Going into the 2012-2013 school year, ELL students were remaining in Levels 2 and 3 as measured by CELA data for 2 to 3 years and students spent an average of almost three years at Level 1. In 2012-2013 we had a strong focus on English Language Acquisition professional development to better meet students' needs and it is reflected in our baseline ACCESS data:

- 81.8% of students who tested in level 1 increased to level 2; 27.3% increased to level 3 or higher
- 74.3% of students who tested in level 2 increased to level 3; 8.6% increased to a level 4 or higher
- 28.3% of students who tested in level 3 increased to level 4; 2.2% increased to a level 5 or higher
- 42.9% of students who tested in level 4 increased to level 5; 2.4% increased to a level 6
- We did not have any students testing in a level 5 or 6

Our baseline ACCESS data access demonstrates that most students are moving along the proficiency bands but we still need to focus on supporting our students in levels 3 and higher to continue to develop their English language skills.

We also know that 60-80% of our students are below proficient in nearly every subject area and nearly half of those below proficient were unsatisfactory: 41% in reading (an increase), 39% in math (a decrease), and 22% in writing (a decrease)

In summary, over half of the students at Trevista are below proficient in every subject area and at least half of those students are multiple years behind grade level. In addition progress toward proficiency is either slow or nonexistent.

Priority Performance Challenges:

Overall, the slow progress and extreme need to bring students to grade level proficiency levels continue to support the idea that major changes are indeed needed at the school. The most frequent trend noticed across subjects and grades is inconsistency:

- Reading scores in 3rd and 8th grade have been declining; 4th grade has been inconsistent with a current increase; 5th and 6th grade have been inconsistent with a current decrease; 7th grade has been increasing; *overall inconsistent with a current decrease*
- Math scores in 5th, 6th, 8th grades have been inconsistent with a current decrease; 3rd, 4th, 7th grades have been inconsistent with a current increase; *overall current increase*.
- Writing scores in 3rd, 5th have been declining; 6th, 7th, 8th have been inconsistent with a current decrease; 4th grade has been increasing; *overall inconsistent with a current decrease*
- Science scores have been inconsistent with a current decrease; *overall inconsistent with a current decrease*

These inconsistencies and pockets of success indicate isolated positive practices, but a lack of overall systems and structures to support success across grade levels and subject matter. With respect to growth scores, median growth percentiles in all subject areas in elementary and middle school are inadequate. A significant increase is notable in the median growth percentile for elementary school math, though the middle school saw an almost equally significant decrease; all other areas in both elementary and middle school saw a decrease.

To lift Trevista out of this pattern of up-down progress with a current overall pattern of down, the new changes described below in the UIP build upon this overall data portrait of a school that needs a turnaround and a dramatic improvement to how students and teachers are supported to improve achievement and academic language overall.

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

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

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Elementary Reading: Increase P/A from 30% to 44% or more	Elementary Reading: changed from 30% to 30.6% . Target not met; below by 13.4%	<ul style="list-style-type: none"> • Ineffective small group interventions • Absence of instructional coaching • Lack of frequent and impactful instructional observation and feedback sessions with actionable next steps • Ineffective culture and climate support systems • Rigor of in-year assessments did not prepare students for TCAP
	Elementary Math: Increase P/A from 30% to 43% or more	Elementary Math: changed from 30% to 39.3% . Target not met; below by 3.7%	
	Elementary Writing: Increase P/A from 21% to 34% or more	Elementary Writing: changed from 21% to 12.6% . Target not met; below by 21.4%	
	Elementary Science: Increase P/A from 18% to 32% or more	Elementary Science: changed from 18% to 4% . Target not met; below by 28%	
	Middle Reading: Increase P/A from 27% to 39% or more	Middle Reading: changed from 27% to 21% . Target not met; below by 18%	
	Middle Math: Increase P/A from 24% to 37% or more	Middle Math: changed from 24% to 19.3% . Target not met; below by 17.7%	
	Middle Writing: Increase P/A from 26% to 38% or more	Middle Writing: changed from 26% to 16.6% . Target not met; below by 21.4%	
	Middle Science: Increase P/A from 10% to 25% or more	Middle Science: changed from 10% to 9% . Target not met; below by 16%	
Academic Growth	Elementary Reading: Increase MGP from 48 to 70	Elementary Reading: changed from 48 to 43 . Target not met; below by 27	
	Elementary Math: Increase MGP from 35 to 70	Elementary Math: changed from 35 to 52.5 . Target not met; below by 17.5	

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Elementary Writing: Increase MGP from 45.5 to 70	Elementary Writing: changed from 45.5 to 42 . Target not met; below by 28	
	Elementary ELP: Increase MGP from 46 to 55.	Elementary ELP: changed from 46 to 35 Target not met; below by 20	
	Middle Reading: Increase MGP from 58.5 to 70	Middle Reading: changed from 58.5 to 47.6 . Target not met; below by 22.4	
	Middle Math: Increase MGP from 65 to 70	Middle Math: changed from 65 to 49.6 . Target not met; below by 20.4	
	Middle Writing: Increase MGP from 64 to 70	Middle Writing: changed from 64 to 41.3 . Target not met; below by 28.7	
	Middle ELP: Maintain MGP of 69.	Middle ELP: changed from 69 to N/A (no scores due to misadministration)	
Academic Growth Gaps	Reading MGP will increase from: ELL: 42→70 (Elem); 55→70 (Middle) SPED: n/a→70 (Elem); 21→70 (Middle) FRL: 33→70 (Elem); 64→70 (Middle) MINORITY: 33→70 (Elem); 64→70 (Middle)	Reading MGP changed from: ELL: 42→44 (Elem) not met by 26; 55→48 (Middle) not met by 22 SPED: n/a→n/a (Elem); 21→44 (Middle) not met by 26 FRL: 33→44 (Elem) not met by 26; 64→49 (Middle) not met by 21 MINORITY: 33→50 (Elem) not met by 20; 64→46 (Middle) not met 24	
	Math MGP will increase from: ELL: 25→70 (Elem); 72→80 (Middle) SPED: n/a→70 (Elem); 72→80 (Middle) FRL: 49→70 (Elem); 58→70 (Middle) MINORITY: 46→70 (Elem); 57→70 (Middle)	Math MGP changed from: ELL: 25→46 (Elem) not met by 24; 72→50 (Middle) not met by 20 SPED: n/a→n/a (Elem); 72→50 (Middle) not met by 30 FRL: 49→50 (Elem) not met by 20; 58→49	

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>Writing MGP will increase from: ELL: 39→70 (Elem); 63→70 (Middle) SPED: n/a→70 (Elem); 46→70 (Middle) FRL: 44→70 (Elem); 62→70 (Middle) MINORITY: 42→70 (Elem); 62→70 (Middle)</p>	<p>(Middle) not met by 21 MINORITY: 46→57 (Elem) not met by 13; 57→49 (Middle) not met by 21</p> <p>Writing MGP changed from: ELL: 39→51 (Elem) not met by 19; 63→42 (Middle) not met by 28 SPED: n/a→n/a (Elem); 46→37 (Middle) not met 33 FRL: 44→49 (Elem) not met by 21; 62→43 (Middle) not met by 27 MINORITY: 42→49 (Elem) not met by 21; 62→42 (Middle) not my by 28</p>	
Postsecondary & Workforce Readiness	-	-	
	-	-	

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)	Trevista CSAP/TCAP Proficient & Above (P+)												<ul style="list-style-type: none"> Reading scores in 3rd and 8th grade have been declining; 4th grade has been inconsistent with a current increase; 5th and 6th grade have been inconsistent with a current decrease; 7th grade has been increasing; overall inconsistent with a current decrease Math scores in 5th, 6th, 8th grades have been inconsistent with a current decrease; 3rd, 4th, 7th grades have been inconsistent with a current increase; overall; overall increase. Writing scores in 3rd, 5th have been declining; 6th, 7th, 8th have been inconsistent with a 	<ul style="list-style-type: none"> Ineffective culture and climate support systems Lack of instructional effectiveness at some grade levels Lack of frequent and impactful instructional observation and feedback sessions with actionable next steps Absence of instructional coaching failed to create a foundation for implementing best practice and student learning Rigor of in-year assessments did not prepare student for TCAP 	
	Reading			Writing			Mathematics			Science					
		10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12			12-13
	Gr.3	39%	30%	29%	23%	16%	4%	54%	24%	45%	N/A	N/A			N/A
	Gr.4	20%	16%	43%	12%	16%	26%	25%	33%	48%	N/A	N/A			N/A
	Gr.5	30%	42%	20%	35%	30%	8%	32%	33%	25%	5%	18%			4%
	Gr.6	15%	40%	26%	12%	32%	20%	14%	42%	24%	N/A	N/A			N/A
	Gr.7	18%	20%	25%	16%	26%	19%	14%	11%	18%	N/A	N/A			N/A
	Gr.8	26%	21%	12%	14%	21%	11%	13%	20%	16%	5%	10%			9%
	Overall	24%	29%	26%	18%	23%	15%	23%	27%	30%	5%	14%			7%
	Overall TCAP Math percentage of Trevista students who scored proficient or advanced, increased from 23% to 27% to 30% between 2011 and 2013.														
	Overall TCAP Writing percentage of Trevista students who scored proficient or advanced changed from 18 to 23 to 15 between 2011 and 2013.														
	Overall TCAP Reading percentage of Trevista students who scored proficient or advanced changed from 24 to 29 to 26 between 2011 and 2013.														
Overall TCAP Science percent of Trevista students who scored proficient or advanced changed from 5 to 14 to 7 between 2011 and 2013.															

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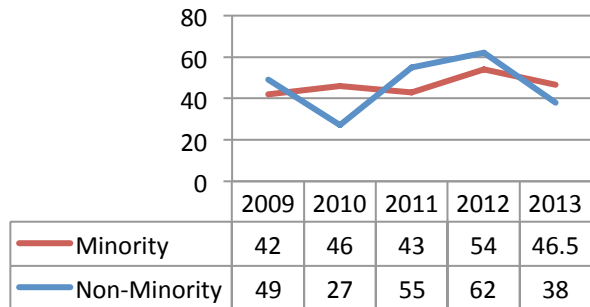
Performance Indicators

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

Priority Performance Challenges

Root Causes

TCAP Reading MGP



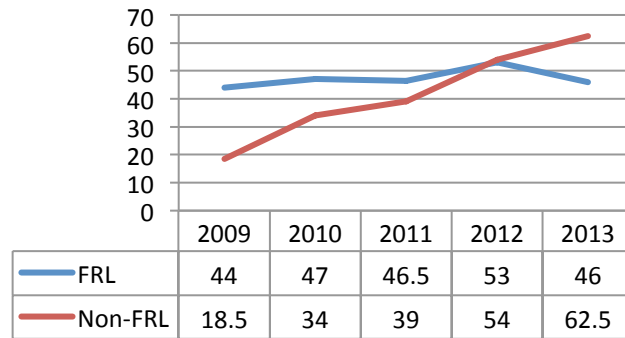
From 2011-2013, growth has been inconsistent for both minority and non-minority students but the gap between them is smaller and the growth for both is currently on a decrease; our minority students are now outperforming our non-minority students.

Trevista Math Growth Gaps									
	2010-11			2011-12			2012-13		
	MGP	AGP	Gap	MGP	AGP	Gap	MGP	AGP	Gap
ELL	E-53% M-50%	E-78% M-96%	E-25% M-46%	E-25% M-72%	E-76% M-97%	E-51% M-25%	48	90	42
SPED	E-35% M-52%	E-91% M-99%	E-56% M-47%	E-n/a M-72%	E-n/a M-95%	E-n/a M-23%	39.5	99	59.5
FRL	E-48% M-46%	E-78% M-96%	E-30% M-50%	E-49% M-58%	E-60% M-74%	E-11% M-16%	46	81	35
MINORITY	E-49% M-45%	E-78% M-96%	E-29% M-51%	E-46% M-57%	E-60% M-73%	E-14% M-16%	47	88	41

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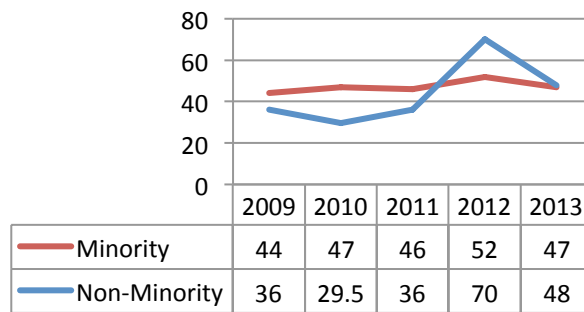
Performance Indicators Description of Notable Trends (3 years of past state and local data) Priority Performance Challenges Root Causes

TCAP Math MGP



From 2011-2013, growth has been inconsistent for FRLs whose growth is currently at a decrease. Growth for non-FRLs has trended upward for the last five years. The gap between them is growing; our non-FRLs are outperforming our FRLs.

TCAP Math MGP



From 2011-2013, growth has been inconsistent for both minority and non-minority students but the gap between them is smaller and the growth for both is currently on a decrease; our non-minority students are now outperforming our minority students.

Trevista Writing Growth Gaps

School Code: 8909

School Name: TREVISTA ECE-8 AT HORACE MANN

Performance Indicators	Description of Notable Trends (3 years of past state and local data)									Priority Performance Challenges	Root Causes
	2010-11			2011-12			2012-13				
	MGP	AGP	Gap	MGP	AGP	Gap	MGP	AGP	Gap		
ELL	E-48% M-50%	E-73% M-88%	E-25% M-38%	E-39% M-63%	E-72% M-90%	E-33% M-27%	45	81	36		
SPED	E-45% M-45%	E-88% M-93%	E-43% M-48%	E-n/a M-46%	E-n/a M-96%	E-n/a M-50%	52	94	42		
FRL	E-51% M-48%	E-70% M-84%	E-19% M-36%	E-44% M-62%	E-68% M-89%	E-24% M-27%	44	80	36		
MINORITY	E-51% M-48%	E-70% M-84%	E-19% M-36%	E-42% M-62%	E-68% M-88%	E-26% M-26%	44	80	36		

TCAP Writing MGP

	2009	2010	2011	2012	2013
ELL	57	52.5	49	55	45
Non-ELL	47	48	49	56	42

From 2011-2013, growth has been inconsistent for both ELLs and non-ELLs but the gap between them is larger and the growth for both is currently on a decrease; our ELLs are outperforming our non-ELLs.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
& Workforce Readiness	-	-	-

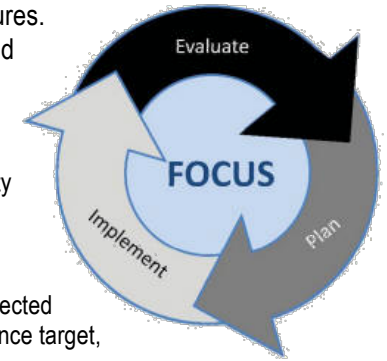
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy	
			2013-14	2014-15			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	<ul style="list-style-type: none"> Reading scores in 3rd and 8th grade have been declining; 4th grade has been inconsistent with a current increase; 5th and 6th grade have been inconsistent with a current decrease; 7th grade has been increasing; overall inconsistent with a current decrease 	Elementary: Increase P/A from 30.6% to 37% or more Middle: Increase P/A from 21% to 31% or more	Elementary: Increase P/A from 37% to 42% or more Middle: Increase P/A from 31% to 38% or more	DRA2/EDL2, Trevista Interims, STAR, SRI, DPS Interims	1, 2
		M	<ul style="list-style-type: none"> Math scores in 5th, 6th, 8th grades have been inconsistent with a current decrease; 3rd, 4th, 7th grades have been inconsistent with a current increase; overall; overall increase. 	Elementary: Increase P/A from 39.3% to 41% or more Middle: Increase P/A from 19.3% to 27% or more	Elementary: Increase P/A from 41% to 46% or more Middle: Increase P/A from 27% to 33% or more	DPS Interims, Trevista Interims, SMI, End of Unit Performance Assessments	1, 2
		W	<ul style="list-style-type: none"> Writing scores in 3rd, 5th have been declining; 6th, 7th, 8th have been inconsistent with a current decline; 4th grade has been increasing; overall inconsistent with a current decrease 	Elementary: Increase P/A from 12.6% to 26% or more Middle: Increase P/A from 16.6% to 27% or more	Elementary: Increase P/A from 26% to 31% or more Middle: Increase P/A from 27% to 34% or more	DPS Interims, Trevista Interims, End of Unit Performance Assessments	1, 2
		S	Science scores have been inconsistent with a current decrease; overall inconsistent with a current decrease	Elementary: Increase P/A from 4% to 14% or more Middle: Increase P/A from 9% to 15% or more	Elementary: Increase P/A from 14% to 19% or more Middle: Increase P/A from 15% to 21% or more	End of Unit Performance Assessments, Teacher-Created Assessments	1, 2

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Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	<ul style="list-style-type: none"> Reading growth scores in both elementary and middle school are not on pace to close achievement gaps. Writing growth in the elementary and middle grades are not on pace to close achievement gaps; elementary is on a current increase and middle school is on a decrease. 	Elementary: Increase MGP from 43 to 65 Middle: Increase MGP from 47.6 to 65	Elementary: Increase MGP to 70 Middle: Increase MGP to 70	DRA2/EDL2, Trevista Interims, STAR, SRI, DPS Interims	1, 2
		M	<ul style="list-style-type: none"> Math growth is not on pace to close achievement gaps. There is a current increase (20) in elementary and a decrease in middle school (15). 	Elementary: Increase MGP from 52.5 to 65 Middle: Increase MGP from 49.6 to 65	Elementary: Increase MGP to 70 Middle: Increase MGP to 70	DPS Interims, Trevista Interims, SMI, End of Unit Performance Assessments	1, 2
		W	<ul style="list-style-type: none"> Writing growth in the elementary and middle grades are not on pace to close achievement gaps; elementary is on a current increase and middle school is on a decrease. 	Elementary: Increase MGP from 42 to 65 Middle: Increase MGP from 41.3 to 65	Elementary: Increase MGP to 70 Middle: Increase MGP to 70	DPS Interims, Trevista Interims, End of Unit Performance Assessments	1, 2
		ELP		Elementary: Increase MGP to 65 Middle: Increase MGP to 65			
Academic Growth Gaps	Median Growth Percentile	R	<ul style="list-style-type: none"> Reading growth scores for all subgroups are not on pace to close achievement gaps. 	Reading MGP will increase from: ELL: 44→65 (Elem); 48→65 (Middle) SPED: n/a→n/a (Elem); 44→65 (Middle) FRL: 44→65 (Elem); 49→65 (Middle) MINORITY: 50→65 (Elem); 46→65 (Middle)	Elementary: Increase MGP to 70 Middle: Increase MGP to 70	DRA2/EDL2, Trevista Interims, STAR, SRI, DPS Interims	1, 2
		M	<ul style="list-style-type: none"> Math growth for all subgroups are not on 	Math MGP will increase from: ELL: 46→65 (Elem); 50→65	Elementary: Increase MGP to 70	DPS Interims, Trevista Interims, SMI, End of Unit Performance	1, 2

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			pace to close achievement gaps.	(Middle) SPED: n/a→n/a (Elem); 50→65 (Middle) FRL: 50→65 (Elem); 49→65 (Middle) MINORITY: 57→65 (Elem); 49→65 (Middle)	Middle: Increase MGP to 70	Assessments	
		W	<ul style="list-style-type: none"> Writing growth for all subgroups are not on pace to close achievement gaps. 	Writing MGP will increase from: ELL: 51→65 (Elem); 42→65 (Middle) SPED: n/a→n/a (Elem); 37→65 (Middle) FRL: 49→65 (Elem); 43→65 (Middle) MINORITY: 49→65 (Elem); 42→65 (Middle)	Elementary: Increase MGP to 70 Middle: Increase MGP to 70	DPS Interims, Trevista Interims, End of Unit Performance Assessments	1, 2
Postsecondary & Workforce Readiness	Graduation Rate		-	-	-	-	-
	Disaggregated Grad Rate		-	-	-	-	-
	Dropout Rate		-	-	-	-	-
	Mean CO ACT		-	-	-	-	-

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Build Strong Instructional Systems, Structures and Processes - Through classroom observations and consistent feedback, improve Tier 1 instruction and intervention strategies in all content areas. **Root Cause(s) Addressed:** Ineffective small group interventions, absence of instructional coaching, lack of frequent and impactful instructional observation and feedback sessions with actionable next steps

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Increase Content Knowledge and Instructional Delivery through summer and on-doing professional development sessions: <ul style="list-style-type: none"> • Kathy Richardson/Math Perspectives' Training (primary teachers) • Marilyn Burns CCSS National Conference (Chicago) – 3rd – 8th grade teachers • Debbie Dillar – Primary Math and Literacy Work Stations • Colorado Writing Project • Leveled Literacy Intervention Training (English and Spanish) 	Summer PD by August 2013	Training of new staff by currently trained staff (no cost)	Math Teachers Literacy Teachers Special Education Teachers	TIG Funds - \$20,000 for conferences and training TIG Funds - \$10,000 in additional LLI and math resource materials	<ul style="list-style-type: none"> • Assign a primary math teacher leader to train and monitor paraprofessionals to implement additional Math Perspective interventions with primary students • Assign an intermediate math lead teacher to provide on-going coaching support for math teachers 	PD completed (observations and feedback are ongoing)
Implement 45 minute per day math lab times to address mathematic gaps and conceptual misunderstandings for all 3rd -	By September 2013	Continue lab structure	Kristin Hubbard - Math Fellows Coordinator	TIG Funds - \$30,000 for three City Year Corps Members to provide additional support	<ul style="list-style-type: none"> • Develop schedule • Assign room and build 8-10 small group work 	Completed

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<p>8th grade students</p> <p>Provide additional intervention support with trained paraprofessionals for primary students</p>				<p>General Fund Budget - \$100,000 for paraprofessionals to support intervention groups</p>	<p>spaces</p> <ul style="list-style-type: none"> • Train staff on Do The Math, Do the Math Now and Math Navigator • Pre-assess students and place into lab groups • Create progress monitoring schedule • Add human resources to mill levy program by assigning City Year Corps Members to provide intervention for non-targeted grade levels 	
<p>Implement 40 - 45 minute per day literacy lab time for all 1st - 8th grade students</p>	<p>By October 2013</p>	<p>Continue lab structure</p>	<p>Debbie Dedrick (3rd-8th) and Sara Thornton (1st-2nd) - with Support from Kat Walsh and Joe Tanner, City Year Program Manager and Team Leader</p>	<p>TIG - \$10,000 for 10 City Year Corp Members Walton Family Foundation Grant - \$8,000 to build additional small group work spaces</p> <p>General Fund Budget - \$100,000 for paraprofessionals to support intervention groups</p>	<ul style="list-style-type: none"> • Develop schedule • Assign room and build 8-10 small group work spaces • Train staff on Daily Language Instruction and Leveled Literacy Intervention • Pre-assess students and place into lab groups • Create progress monitoring schedule • Use City Year Corps Members for 4th - 8th grade interventions 	<p>Completed</p>
<p>Implement 40 minute per day math fact and computation review for all students in 3rd - 8th grades</p>	<p>By September 2013</p>	<p>Continue lab structure</p>	<p>Kristin Hubbard - Math Fellows Coordinator</p>	<p>SBB</p>	<ul style="list-style-type: none"> • Develop schedule • Assign room and build 8-10 small group work spaces • Train staff on Do The Math, Do the Math Now 	<p>Completed</p>

					<ul style="list-style-type: none"> and Math Navigator • Pre-assess students and place into lab groups • Create progress monitoring schedule 	
Implement 40 minutes per day of language use, vocabulary, sight word and spelling review for all students in 3rd - 8th grades.	By October 2013	Continue lab structure	Debbie Dedrick - with Support from Kat Walsh and Joe Tanner, City Year Program Manager and Team Leader	SBB	<ul style="list-style-type: none"> • Develop schedule • Assign room and build 8-10 small group work spaces • Train staff on Daily Language Instruction and Leveled Literacy Intervention • Pre-assess students and place into lab groups • Create progress monitoring schedule 	Completed
Develop Interim Assessments for ELD based on WIDA Can Do Rubric	By November 2013	Implement assessment cycle to track language development growth	Kristin Beattie, Mandy Martinez and Maggie Guntren, ELA specialists	TIG Funds - \$6,000 – bring all teachers back to school one day early for Data Driven Instruction Professional Development and to create rigorous interim assessments aligned to CCSS.	<ul style="list-style-type: none"> • Review Access and CELA data • Develop assessments aligned to WIDA Can Do Rubric • Review assessment items for; right content, right format and right expectation • Ensure rigor of assessment will result in “on track” students moving at least one level on ACCESS testing 	In Progress
Support teacher development via scheduled weekly observation and feedback sessions for all teachers	By September 2013	Continue observation cycles	Administrative team, TECs and TIF Leaders	SBB	<ul style="list-style-type: none"> • Define key instructional levers for Trevista Teachers • Create observation / feedback tracker 	In Progress (ongoing on a weekly basis)

					<ul style="list-style-type: none"> • Create weekly feedback schedule and Outlook invites to teachers • Train Administrative team, TECs and TIF Leaders on effective feedback conversations • Assign coaches to teachers
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Develop Schoolwide Systems to Improve Climate & Culture - through implementation of consistent behavioral expectations schoolwide **Root Cause(s) Addressed:** Ineffective culture and climate support systems

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Create Minute By Minute and/or Detailed Plans for all major behavior expectations and transition times; Arrival, Dismissal, entry and exit from cafeteria, classroom expectations (SLANT and STAR), in class and homework completion	By August 2013	Revise August 2014	Assistant Principals & Administrative Assistant	SBB	<ul style="list-style-type: none"> • Create Minute By Minute and/or Detailed Plans for all major behavior expectations and transition times for each academy level; • Arrival, • Dismissal, • Entry and exit from cafeteria, • Classroom expectations • Develop staff training days to "execute and practice student expectations, redirection and praise 	Completed

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					<ul style="list-style-type: none"> • Create Week 1 schedule with built in time for all classes to practice • Develop whole staff PD 	
Provide weekly PD (Teach Like A Champion) for teachers new to Trevista and/or teaching three or fewer years	By September 2013	Continue for new and untrained staff	Administrative Assistant	SBB	<ul style="list-style-type: none"> • Purchase copies of Teach Like a Champion (TLC) • Establish classroom observations schedule to determine areas of need • Prioritize TLC techniques based upon classroom observations • Calendar weekly PD sessions and send Outlook invites to all new Trevista teachers, teachers with less than 2 years experience or who have been identified based on classroom observations 	In Progress (ongoing on a weekly basis)
Develop a Trevista Culture Rubric to provide on-going progress monitoring for school culture	By September 2013	Revise August 2014	Principal, Assistant Principals and Administrative Assistant	SBB	<ul style="list-style-type: none"> • Develop a Trevista Culture Rubric • Review rubric with Trevista staff • Test rubric over the first days of schools • Update rubric based on test run and staff feedback 	Completed
Utilize five Trevista Teachers in leadership roles via the Teacher Incentive Fund Grant. Teachers will provide coaching, PD	By October 2013	Continue with TIF leader	TIF Role Leaders; Rachel Rosenberg,	Teacher Incentive Fund Grant: \$90,000	<ul style="list-style-type: none"> • Define key instructional levers for Trevista Teachers 	In Progress

and on-going support to colleagues.		coaching and support	Darcie Forde, Debbie Dedrick, Sara Thornton, Adrienne Nault		<ul style="list-style-type: none"> Create observation / feedback tracker Create weekly feedback schedule and Outlook invites to teachers Train Administrative team, TECs and TIF Leaders on effective feedback conversations Assign coaches to teachers Select most impactful PD; Data Driven Instruction, English Language Acquisition Strategies, ROPES lesson planning, Teach Like a Champion
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Improving Attendance & Engagement through development and implementation of systems to identify attendance concerns early and support families in getting students to school **Root Cause(s) Addressed:** Ineffective culture and climate support systems

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources <small>(Amount and Source: federal, state, and/or local)</small>	Implementation Benchmarks	Status of Action Step* <small>(e.g., completed, in progress, not begun)</small>
	2013-14	2014-15				
Reallocate an existing teacher to an administrative assistant role in charge of culture and climate and attendance	By August 2013	Reevaluate need for AA position By March 2014	Administrative Team	General Fund Budget: \$26,000	<ul style="list-style-type: none"> Post new position Train AA and Admin Team on best practices from <u>Leveraged Leadership, Teach</u> 	Completed

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School Name: TREVISTA ECE-8 AT HORACE MANN

					Like a Champion, Positive Discipline, Restorative Approaches	
Rewrite Trevista's Attendance and Tardy policies creating a document that is highly specific and easy to read/understand	By August 2013	Revise August 2014	Student Support Team and Admin. Assistant	TIG Funds for Summer Work Groups: \$2,000	<ul style="list-style-type: none"> Review best practices from DPS and CDE Write new policy Policy review by West Denver Network, Trevista staff and School Advisory Board 	Ongoing
Improve our Attendance Award and Incentive systems	By September 2013	Revise August 2014	Assistant Principals & School Psychologist	General Funds: Approximately \$1,500	<ul style="list-style-type: none"> Define and share attendance goals and incentive awards Create Attendance Tracker Display Attendance Race in hallway, showing grade level attendance rate (updated weekly) Post daily attendance rate outside each classroom Create and share awards schedule 	Ongoing
Provide extended learning time for severely chronic and chronically absent or tardy students by replacing arts enrichment with study hall and mandatory Homework Help	By October 2013	Apply for Denver Public Schools Foundation Grant By August 2014	Principal and Assistant Principals	Denver Public Schools Foundation Grant: \$3,500 and City Year Corps Members to staff the program	<ul style="list-style-type: none"> Develop Homework Help (HH) tracker for teachers to assign students to HH and HH staff to check attendance Set criteria for assigning mandatory HH 	Completed

					<ul style="list-style-type: none"> • Assign room for HH • Write HH letter for students and families 	
Hold required one-on-one meetings with families of Severely Chronic and Chronically Absent Students during registration. Families sign agreements of understanding the Trevista Attendance Policy (see Parent Compact, Section V).	By August 2013	Revise meeting protocol July 2014	Principal and Assistant Principals	SBB	<ul style="list-style-type: none"> • Complete data review to id Severely Chronic and Chronically Absent Students • Flag student files for registration indicating student must attend one-on-one meeting with administrator • Make copies of Trevista Attendance Policy for families • Create Agreement of Understanding for families to sign after meeting • Track identified students and follow-up with celebration or course correction phone call(s) and/or letter(s) 	Ongoing

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

Major Improvement Strategy #4: Professional Development and Growth through targeted results based supports that align with data driven instruction and student culture foci.

Root Cause(s) Addressed: Ineffective small group interventions, absence of instructional coaching, lack of frequent and impactful instructional observation and feedback sessions with actionable next steps & Ineffective culture and climate support systems

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Teach Like a Champion	Weekly basis	Continue PD with new staff	Administrative Assistant, Principal, Assistant Principals, New to Trevista Teachers & 2 nd year teachers	TIG Funds for part of AAs salary	Weekly PD sessions Observations/feedback	In progress
Data Driven Instruction	Ongoing through April 2014 DDI, Observation & Feedback, Student Culture	Continue and add Planning and Staff Culture levers	Principal, Assistant Principals, Literacy Facilitator, all teaching staff	SBB	Data maps Data analysis meetings Action planning steps (identifying student needs/interventions)	In progress
School Climate & Culture	Ongoing through May 2014	Continue	Principal, Assistant Principals, Administrative Assistant, Literacy Facilitator, all staff	SBB	Culture walk through with rubric Attendance/discipline data Minute by minute systems (plans)	In progress
ELA Focus	Ongoing	Continue	Principal, Assistant	SBB	ACCESS data analysis to	In progress

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	through May 2014		Principals, TEC, & ELA Resource Teachers/Coaches		<p>guide language development instruction</p> <p>Action plan specific to high lever strategies</p> <p>Structuring ELD block from ECE-8 to include speaking, listening, reading, and writing development and monitoring</p> <p>WIDA can-dos lesson template for planning</p>
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #5: Improve Parent and Community Engagement by developing systems to improve communication and collaboration

Root Cause(s) Addressed: Ineffective culture and climate support systems (See Parent Compact, Section V)

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
<p>Communication- (one way): Installing an electronic marquee in highly visible exterior part of the school</p> <p>Send notifications through Friday folders</p> <p>Robocall (auto dialer) system implemented</p>	Marquee is being installed fall 2013; the notifications are ongoing throughout the year	Update messages weekly	School administration, Parent Liaison, and office staff	SBB	Planned schedule for communications to check in	In progress

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for attendance and other communications						
Communication- (two ways) Monthly "meeting with the principal" sessions Monthly "School Accountability Board" meetings Meet and greet families every day (before and after school)	On a monthly basis throughout the 2013-2014 school year; daily greetings	Continue	School administration, Parent Liaison, and office staff	SBB	End of session surveys after meetings	In progress
Communication- Social-Integrating Activities Develop schedule for regular celebratory events	On a monthly basis	Continue	School administration & Parent Liaison	SBB	Open house for ELO (attendance 80-100 families) Welcome back BBQ Conferences	In progress
Volunteers Program: Develop system for parent volunteers to support classrooms and school	System development fall 2013 and implementation on going for 20113-2014	Continue with increased volunteerism	School administration & Parent Liaison	SBB	Increase the amount of volunteers and volunteer hours as documented by volunteer tracker	In progress
Education Activities Love & Logic Training (monthly) Parenting Partners (every week for 6 weeks)	Ongoing through Spring 2014	Continue with new cohort of parents	School administration, Parent Liaison, and School Psychologist	SBB	Setting/tracking attendance & participation goals to at least 20 families	In progress

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

Section V: Supporting Addenda Forms

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: http://www.cde.state.co.us/uij/UIP_TrainingAndSupport_Resources.asp). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
<p>Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.</p>	<p>Section IV: A description of the selected turnaround strategy in the Action Plan Form.</p> <p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. <i>Provide name of Turnaround Partner:</i> _____ <input checked="" type="checkbox"/> School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support. <input checked="" type="checkbox"/> Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act. <input type="checkbox"/> School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute. <i>Provide name of Management Contractor:</i> _____ <input type="checkbox"/> Charter Conversion. (For schools without a charter) The school has converted to a charter school. <input type="checkbox"/> Restructure Charter. (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured. <input type="checkbox"/> School Closure. <input checked="" type="checkbox"/> Other.* Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").

**Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?*

Trevista Falcon Core Value Pledge

Student's Pledge

Work Hard I will:

- Take risks and make good decisions in the face of pressure.
- Be willing to take steps to make the community stronger
- Honestly reflect and act on any feedback.
- Put my best effort into everything I do.
- Always work, think, and behave according to Falcon Core Values.
- Treat school as my job.
- Complete all assignments, including homework.

Show Respect I will:

- Show respect with my words, actions and attitude.
- Have empathy for others and treat them with common courtesy and dignity.
- Be an attentive listener and engaged student.
- Be truthful, fair, and trustworthy in my words and actions.
- Do what is right, even when nobody is watching.
- Follow the academic honor code, submitting only individual work that is entirely my own.
- Allow others to work without disturbance or harm.

Be Responsible I will:

- Follow directions.
- Ask for help or clarity when accepting a task.
- Be trusted and depended upon to complete tasks and follow directions.
- Be accountable for my actions when I fall short of an expectation.
- Follow the Trevista dress code.
- Be prompt, arriving by 8:00 A.M. to begin school.
- Come prepared and bring supplies to learn every day.

I have read, understand and agree to uphold and abide by TREVISTA'S 's Core Values

Student's Name/Grade

School Code: 8909

School Name: TREVISTA ECE-8 AT HORACE MANN



Student's Signature

Date

Trevista Falcon Core Value Pledge

Parent's/Guardian's Pledge

Work Hard I will:

- Be eager to learn and ask questions to gain a deeper understanding about my child's education and learning.
- Ensure that my student treats school as their job.
- Help students complete homework to the best of my ability.

Show Respect I will:

- Act as a role model in my interactions with staff and students.
- Express myself appropriately by using professional and courteous language in school.
- Have empathy for others and treat them with dignity.
- Interact with others in productive and positive ways that build trust.
- Understand that my child must follow Trevista expectations and Core Values to protect the safety, interests, and rights of all individuals at Trevista.

Be Responsible I will:

- Support Trevista's demanding academic program, high standards of conduct, and mission.
- Make sure my child arrives at Trevista every day by 8:00 A.M. and remains at school until the first dismissal at 3:35pm. If my child is assigned detention or academic prep I will make arrangements for a 4:45pm pick up.
- Ensure arrangements for 8:00 drop off and 10:00 pick if my child is assigned Saturday school.
- Make sure my child follows the Trevista dress code.
- Ensure that my child attends school every day, unless sick or unable to attend because of a family emergency. I will notify the school before 8:00 A.M. if my child is going to miss school.
- Attend the required parent meetings.
- Hold my child accountable when he or she falls short of an expectation. This includes making sure that my child follows through with Academic Prep, Mandatory Tutoring, Detention, Saturday School and other consequences that may be assigned throughout the year.
- Sign my child's weekly progress report.
- Encourage my child to do his or her best daily.

I have read, understand and agree to uphold and abide by Trevista Core Values

Parent/Guardian's Name **Student Name /Grade**

Parent/Guardian's Signature **Date**

ATTENDANCE POLICIES AND PROCEDURES

School Code: 8909

School Name: **TREVISTA ECE-8 AT HORACE MANN**

TREVISTA ECE-8

Responsibility:

At Trevista, nothing is as important to us as student learning. In order to experience success, we must establish a culture of excellent habits. For this reason, students are expected to attend school every day, on time, unless he or she is sick or there is some other reasonable extenuating circumstance. ANY absences other than illness or a family emergency are strongly discouraged. The responsibility for the implementation and success of this policy is jointly shared by the parent/guardian, student, attendance officer, school staff, and administration.

Attendance Expectations:

Students will be expected to maintain at least 95% attendance throughout the school year. Each student will be limited to ten (10) absences per year. Failure to meet the attendance requirement will result in mandatory participation in a summer academy and/or intervention classes in order to be promoted to the next level of schooling.

Attendance Procedures:

A. Excused Absences

For purposes of credit and grading, reasons for excused absences include: illness of the student, death in the immediate family, doctor or dentist appointment, observance of a religious holiday, or suspension. **Three consecutive excused absences without approved documentation*** will turn to unexcused absences on the fourth day and beyond. Parents and/or guardians will be notified of unexcused absence status in writing.

**Approved documentation includes a doctor's note stating illness, appointment time and date, and follow-up information. Other official documentation will be approved by the school principal on a case-by-case basis. All documentation must be turned in within 48 hours upon the student returning to school.*

B. Unexcused Absences

Reasons for unexcused absences may include family and/or student vacations, child-care situations, non-school-related activities, sleeping in, missed school bus, or other reasons unacceptable to school administration. Reasonable effort shall be made (via attendance dialer, City Year Corps Members, teacher, and/or the school attendance officer) to notify the parent by phone when an unexcused absence has occurred.

On the **second unexcused absence**, the classroom teacher will attempt to contact the parent by phone (and document phone call.)

On the **third consecutive unexcused absence**, the student will be required to attend academic preparation in order to attempt to make up for class time missed. Chronically absent students in the 3rd through 8th grades will be assigned to mandatory Homework Help. This policy holds for any absences after the third consecutive unexcused absence. See grade level policies (Section E) below for further information.

On the **fifth unexcused absence during the year**, a reminder letter will be sent to parent/guardian documenting absences and the consequences of continued absences.

After the **tenth unexcused absence****, the school will refer the student to the attendance officer, who will contact and notify the parent of the absences and the consequences of continued absences, obtain and document the explanation for prior unexcused absences, and develop a plan to resolve the nonattendance. Students in

grades 6-8 will also participate in this meeting. If the student is absent an additional day after contact with the student and parent, the attendance officer will file a truancy notice for noncompliance with state attendance law.

The plans developed in these meetings will be recommended to the court should court action be necessary. Plans will be developed whether or not the parent/guardian participates in the process.

****After the tenth unexcused absence, the student will be at risk for retention in their current grade, despite academic status. Considerable effort, on the part of the student and parent, must be made in order to reduce this risk. Enrollment in Trevista Summer School (fee of \$60 per student) WILL BE MANDATORY for all students with ten or more unexcused absences. See specific grade level notes below.**

After the **eleventh unexcused absence**, the attendance officer and school officials will file a summons and petition for the student and parent to appear in court on a designated day. If there is a failure to appear in court, a Contempt of Court Citation will be filed. If you are found to be in contempt, the Court may impose a fine, jail time, or both, at the discretion of the court.

C. Withdrawal Procedures

Any student who has been absent from school without notice and/or permission for 4 or more days in a given month or 10 or more cumulative days is at risk for withdrawal from Trevista ECE-8. Procedures for withdrawing students are as follows:

1. Minimum of three phone calls and one mandatory home visit re: attendance is made and documented by school
2. Registered letter is sent to the last known address and/or hand delivery of letter requesting the parent/guardian contact the school regarding the students absences
3. Copy of letter is placed in student file
4. Once steps 1-3 have occurred, and no guardian of the student is available for contact, the student will be withdrawn from school
5. In the case of a student who has been withdrawn and returns to attend school in the same school year, the registration process will take place again for the student to re-enter. A mandatory attendance contract will be put into place. Failure to comply with the contract will result in an immediate summons and petition to truancy court, mandatory summer school, and retention in the student’s current grade.

D. Tardiness

A student is considered tardy if he/she arrives to school one (1) minute after the scheduled start time (8:00 AM.) If a student is tardy, they must enter through the front office entrance, sign in, and participate in some form of academic preparation (different based on grade level) to make up for the classroom time lost in their being tardy. The academic preparation will take place during their specials or before lunch.

Grade Level	Action Taken
ECE	Arrival after 8:00 AM constitutes a late arrival. Student and parent are expected to enter through the front office, sign in as tardy, and then go to their class. <i>After 10 tardies and/or absences, the child will be subject to termination from the Trevista ECE Program.</i>
Kindergarten - Fifth Grades	Arrival after 8:00 AM constitutes a late arrival. Student is expected to enter through the front office, sign in as tardy, and then go to class. On their third tardy, students will attend an additional Academic ELO instead of their regularly scheduled Arts Extended Learning Opportunity or Fit Fun <i>for each day tardy.</i>
Sixth - Eighth Grades	Arrival after 8:00 AM constitutes a late arrival. From 8:00 AM - 8:10 AM, student is expected to go directly to class. Homeroom teacher will mark student as tardy and assign an academic preparation period for 30 minutes before lunch. After 8:10 AM, students are expected to enter through the front office, sign in as tardy, and then go to their class. They will be assigned to an academic preparation period for 30 minutes before lunch.

	<p><i>Any student late to class during the school day is subject to academic preparation periods, extra study skills during ELOs, after-school detention, and/or Saturday School. If a student 'skips' a class period, a parent phone call will be made and the student will be subject to academic preparation periods, extra study skills during ELOs, after-school detention, and/or Saturday School.</i></p>
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E. Grade Specific Procedures and Policies

Early Childhood Education (ECE)

ECE	Should arrive and be dropped off on ECE playground. Check in with Para-professional required.	Start Time	Must enter through front office (TARDY - LATE ARRIVAL)	Should arrive to pickup	Dismissal Time	Must pick up from front office (LATE PICKUP)
Full Day ECE	7:45 AM - 7:55 AM ECE Playground	8:00 AM	8:05 AM	3:30 PM - 3:35 PM	3:35 PM ECE Playground	3:45 PM

- ECE: Tardiness
 - Arrival after 8:00 AM constitutes a late arrival. After 10 tardies and/or absences, the child will be subject to termination from the Trevista ECE Program.
- ECE: Absences
 - Your child will have a more fulfilling experience if he/she is here for their whole school day. It is essential that your child attend class every day in order to progress academically and to socialize appropriately. It is, therefore, unfair to the children on the waiting list to continue to serve children with poor and irregular attendance or tardiness. After 10 tardies and/or absences, the child will be subject to termination from the Trevista ECE Program.
- ECE: Leaving Early
 - Leaving school before the end of the school day (unless your child is sent home ill or has a doctor's appointment *and verification*) will count as a tardy. See tardy policy above.

Kindergarten - Fifth Grade

Kindergarten - 5th Grade	Should arrive at school	Pickup Time & Location	Must enter through front office (TARDY - LATE ARRIVAL)	If picking up your child after school, dismissal will take place at arrival location. Please pick up your child here.	Dismissal Time	Must pick up from front office (LATE PICKUP)
Kindergarten	7:45 - 7:55 AM	8:00 AM South Field	8:05 AM	3:35 PM South Field	3:35 PM	3:45 PM

1st Grade	7:45 - 7:55 AM	8:00 AM South Field	8:05 AM	3:35 PM South Field	3:35 PM	3:45 PM
2nd Grade	7:45 - 7:55 AM	8:00 AM South Field	8:05 AM	3:35 PM South Field	3:35 PM	3:45 PM
3rd Grade	7:45 - 7:55 AM	8:00 AM Middle Field	8:05 AM	3:35 PM Middle Field	3:35 PM	3:45 PM
4th Grade	7:45 - 7:55 AM	8:00 AM Middle Field	8:05 AM	3:35 PM Middle Field	3:35 PM	3:45 PM
5th Grade	7:45 - 7:55 AM	8:00 AM Middle Field	8:05 AM	3:35 PM Middle Field	3:35 PM	3:45 PM

- Kindergarten - Fifth Grade: Tardiness
 - Arrival after 8:00 AM constitutes a late arrival. Student is expected to enter through the front office, sign in as tardy, and then go to class. On their third tardy, students will attend academic preparation instead of their regularly scheduled Extended Learning Opportunity Class or Fit Fun *for each day tardy, even if they are only a few minutes late.*
- Kindergarten - Fifth Grade: Absences
 - Students will be expected to maintain at least 95% attendance throughout the school year. Each student will be limited to ten (10) absences per year in order to be promoted to the next grade level.
 - Parents will be notified by phone call and/or by a letter sent to their home after the first, second, fifth, and tenth absences.
- Kindergarten - Fifth Grade: Leaving Early
 - Leaving school before the end of the school day (unless your child is sent home ill, there is a family emergency, and/or has a doctor's appointment *and verification*) is strongly discouraged. In the case that students do leave early, they are expected to complete a packet of work from the office, in addition to any nightly homework, and *turn both in to their teacher* on the day they come back to school. Students are responsible for collecting their homework assignments from teachers if they leave early.

Sixth - Eighth Grade

6th - 8th Grade	Should Arrive and enter through back door of lunchroom for breakfast	Start Time (in your seat in class)	Must enter through front office (TARDY - LATE ARRIVAL)	Class Start Times throughout day	Dismissal Time	Must be off campus unless with a sport/club/teacher/etc.
6th - 8th Grade	7:40 AM - 7:55 AM Basketball Court	8:00 AM In Class	8:11 AM	8:00 AM 8:30 AM 10:05 AM 11:30 AM 12:40 PM 2:10 PM 2:55 PM	3:35 PM	3:45 PM

- Sixth - Eighth Grade: Tardiness

- Arrival after 8:00 AM constitutes a late arrival. From 8:01 AM - 8:10 AM, MS students are expected to go directly to class. Homeroom teacher will mark student as tardy and assign an academic preparation period for 30 minutes before lunch. After 8:10 AM, students are expected to enter through the front office, sign in as tardy, and then go to their class. They will be assigned to an academic preparation period for 30 minutes before lunch.

***Any student late to ANY class during the school day is subject to academic preparation periods, extra study skills during ELOs, after-school detention, and/or Saturday School. If a student 'skips' a class period for any reason, a parent phone call will be made and the student will serve an after-school detention.*

- Sixth - Eighth Grade: Absences
 - Students will be expected to maintain at least 95% attendance throughout the school year. Each student will be limited to ten (10) absences per year in order to be promoted to the next grade level.
 - Parents will be notified by phone call and/or by a letter sent to their home after the first, second, fifth, and tenth absences.
- Sixth - Eighth Grade: Leaving Early
 - Leaving school before the end of the school day (unless your child is sent home ill, there is a family emergency, and/or has a doctor's appointment *and verification*) is strongly discouraged. In the case that students do leave early, they are expected to complete a packet of work from the office, in addition to any nightly homework, and *turn both in to their homeroom teacher* on the day they come back to school. Students are responsible for collecting ALL homework assignments from ALL of their teachers if they leave early.
- Sixth - Eighth Grade: Class Periods
 - Every effort will be made to ensure all students attend all of their classes every day. Attendance is mandatory if the child is at school; attendance is taken every class period. A phone call will be made to the first emergency contact number on file if a student is absent from class. These phone calls will go out at 8:30 AM (whole school) 10:15 PM (Middle School only) and 1:00 PM (Middle School only) daily.

TREVISTA STUDENT ATTENDANCE CONTRACT

Date: _____

Student: _____ ID #: _____

Parent/Guardian: _____

Reason for Absences: _____

THE STUDENT SHALL:

- Attend school and all assigned classes on time each day that school is in session except for major illness, injury, etc., excused by the parent AND school principal or designee (with an approved note.)
Obey all school rules/directions given by the school staff, to the best of his/her ability.
Complete and turn in on time all assignments/homework, to the best of his/her ability.
Three blank lines for additional student responsibilities.

THE PARENT/GUARDIAN SHALL:

- Assist the child in getting to school and to the first class of the day on time each day that school is in session except for major illness, injury, etc., excused by the parent AND school principal or designee (with an approved note.)
When the child is to be absent:
- Contact the school the same day of the absence to explain the absence. You may also choose to bring the child to the School Clinic to have the Clinic verify that the child is unable to attend.
- When the child returns to school, send a note with the child stating the reason for the absence. Have the child take the note to the main office and if required, to their classroom teacher[s].
- When taking the child to see a doctor, get a written note from the doctor stating the child was seen and the number of days to be excused from school. Have the child take the note to the main office and if required, to their classroom teacher[s].
Two blank lines for additional parent/guardian responsibilities.

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THE SCHOOL SHALL

- _____
- _____
- _____

As child/parent/guardian, we understand and agree to the terms and conditions of the Attendance Contract and as parent /guardian I agree to support my/our child in this plan. I/we further understand that failure to comply with the Attendance Contract may result in an Attendance Filing in Juvenile Court. In the event this should occur, both child and parent/guardian may be held responsible by the court for failure to comply with the Attendance Contract.

Student Signature

Parent/Guardian Signature

School Psychologist/Attendance Officer Signature

School Psychologist/Attendance Officer Signature

Contract 3-97/11-07

Required For Schools with a Tiered Intervention Grant (TIG) that Selected a Turnaround Model

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

Description of TIG (Turnaround Model) Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Describe how the LEA has granted the principal sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.</p>	<p>Required TIG Addendum</p>	<p>The purpose of the Innovation/Turnaround Plan is to ensure that the Trevista leadership and staff have the necessary autonomy (school level decision making ability) to carry out a bold turnaround plan while being held accountable for dramatically increasing student achievement.</p> <p>The following autonomies were requested by Trevista:</p> <p>Educational Program:</p> <ul style="list-style-type: none"> ● English Language Development Program Curriculum Modifications and Adaptations (TNLI - implementation, teacher training, progress monitoring ● Process for Curriculum Analysis, Revision and/or Replacement (In depth organizational diagnosis) ● School Selected and/or District Interim Assessments (backward mapping from assessment rigor and implementing test cycles with analysis times; including adding a school based assessment) ● Student length of day (was 8:00-4:00 M-Th, 8:00-1:00 F) Extended to 8:00-3:35 M-F) ● Teachers length of day on Fridays extended from 3:15 to 4:00pm for professional development ● School-based Hiring Process / No District Placements / No District RIF ● Annual Contracts for New Staff <ul style="list-style-type: none"> o Non-probationary teachers hired before approval of the Innovation Plan will be grandfathered into existing employment terms. Probationary teachers and all other teachers hired after approval of the plan will receive annual contracts. Non-probationary teachers hired after approval of the Innovation Plan will resume non-probationary status if they are hired in another DPS school in the future, all other new teachers will be hired on annual contracts. o All teachers will continue to accumulate years toward non-probationary status. Annual contract Trevista teachers with at least three years in DPS may be eligible for non- probationary status after completing at least one year in another DPS school. This determination will be made by the human resources rules governing the school and their new principal. ● Teachers specialize in content area through a platooning model in grades 3rd-5th; additionally math department lead, literacy department lead, student services department lead will receive stipends for additional duties ● Quality of Instruction: CDE and the West Denver Network identified a lack of consistently high quality instruction across all classrooms. This observation is supported by very low student achievement and student growth score data. Innovation status, through flexibility with the timing and process around hiring, will ensure the building is staffed with talented teachers who are ready, willing and able to lead a rapid improvement effort. These teachers will help build a school culture focused on high expectations, excellence, rigor and continuous improvement.

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	<ul style="list-style-type: none"> ● Lack of Instructional Time in Current Schedule: Given the learning needs of the Trevista student community, our students need a longer school day to ensure we can provide a rich, well-rounded curricular experience without compromising necessary time on core instruction. Through Innovation Status, Trevista will add an additional hour of instructional time per week over the current schedule totaling over 100 hours of additional teaching and learning. ● Lack of Engagement: Data from CDE and the West Denver Network reveal a significant lack of engagement among students in high-level, rigorous tasks. Ensuring a high quality teacher in every room enables Trevista to maximize every instructional minute. Flexibility with curriculum, time, resources and hiring through Innovation status will allow us to increase engagement in significant ways. (For example, average vs. actual salaries will allow Trevista to invest more broadly in technology and teachers who are unable to provide an engaging, motivating environment will not be retained at Trevista. ● Achievement Gaps: High poverty, predominantly students of color, comprises over 95% of the school population. 50% of Trevista's population consists of students who are emerging bilinguals (second language learning students). There is a significant gap between the achievement levels of second language learners and their native English-speaking peers. In order to provide an equitable education and meet the needs of our students, Trevista must guarantee our families and students that every year <ul style="list-style-type: none"> ● an excellent teacher is in every classroom ● consistent, innovative approaches to language-rich instruction are our highest priority ● district calendar adjustments allow us to maximize learning time, ● extended learning opportunities and intensive interventions to accelerate academic achievement for every student . <p>Each of these provisions would be hindered without the flexibility of Innovation status.</p> <ul style="list-style-type: none"> ● English Language Proficiency: Trevista's CELA scores demonstrate that current practices are not effective in developing English Language proficiencies. With the help of the DPS Chief Academic Officer staff, Trevista will use Innovation status to ensure all teachers have the skills and understandings, the curricular resources and the support to provide language-development opportunities strategically throughout the day. In addition, we will implement a consistent and customized English Language Development (ELD) block for our students. Working within the court order, Trevista will also hire two high performing English as a Second Language Resource Teachers and expand their role to include coaching, mentoring and supporting high levels of ELD strategies throughout the day in our classrooms. We will also design and incorporate predictive progress monitoring tools to inform our data team cycles and drive instructional improvements and intervention schedules. ● Assessment Schedules: In addition to the DPS based interim assessment cycles, Trevista has developed school created assessments that are aligned with state and district standards to progress monitor and backward plan from a level of rigor needed for students to attain grade level proficiency. ● Financial Resources: The current student-based budgeting process does not provide for sufficient financial resources to guarantee the academic success of Trevista students. Innovation status would allow us flexibility with our budget, e.g. using actual vs. average salaries, contracting services, etc. Savings to our SBB will allow Trevista to add and sustain critical staff, instructional resources and add an additional stipend and incentive system to reward teachers throughout the year for achieving milestone targets. <ul style="list-style-type: none"> ● Stipends for additional duties ● Stipends for additional teaching days and extended time
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		<ul style="list-style-type: none"> ● Incentive Pay - Bonuses based on School Performance and Participation Goals
<p>Describe the new governance structure that was adopted. This structure may include, but is not limited to, requiring the school to report to a turnaround office in the LEA, hiring a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or entering into a multi-year contract with the LEA to obtain added flexibility in exchange for greater accountability.</p>	<p>Section IV: Action Plan or Required TIG Addendum</p>	<p><i>Trevista is now under the district's West Denver Network supervision. This includes an Executive Director and Deputy Director that supervises the principal and school. Additional supports include the network's school improvement specialist and data specialist, along with a Turnaround Manager and assistance from a budget liaison who monitors budget expenditures and allocations.</i></p>
<p>Describe the process for replacing the principal who led the school prior to commencement of the turnaround model (e.g., use of competencies to hire new principal).</p>	<p>Section IV: Action Plan</p>	<p>In November 2011, the District was notified by the state that the partnership with Trevista would be on hold until a timeline was established to hire a new principal and a more aggressive turnaround strategy had to be determined. With the Trevista principal retiring, the District made the decision to hire a new principal and replace the staff as part of the turnaround plan. Trevista held a community meeting in December with 70 people in attendance to discuss the necessary changes. All staff members were notified that they would need to apply for positions and were provided with resume writing, interview training and support from the District Human Resources personnel. Two community meetings were held in January to discuss the plan and meet with principal candidates.</p> <p>The selection process for hiring a new principal at Trevista ECE-8 began early in December.</p> <p>The position was posted on our DPS Website as well as other local and national websites. Based on the skill set required for turnaround work and the unique challenges of Trevista DPS, only considered candidates with principal experience and proven success as a school leader.</p> <p>Applications were paper screened by Antonio Esquibel and Laura Brinkman. Only a small number of candidates were selected to be formally interviewed by Antwan Wilson, Assistant Superintendent, Antonio Esquibel, Executive Director and Laura Brinkman, Deputy Director. From this group of candidates two finalists were selected and presented to the Trevista Community at a forum on January 24th at 5:30 pm. During the forum each candidate introduced himself or herself, shared their history and why they wanted to lead Trevista. Community members had the opportunity to write down questions before the forum and a moderator organized and asked the questions. Community members gave written feedback as to the responses they heard from the candidates. This feedback was reviewed by Antwan, Antonio and Laura and shared with the Superintendent.</p> <p>After the forum the candidates participated in a Learning Walk in a similar type school and participated in a one-on-one interview with the Superintendent, Tom Boasberg. The Superintendent made the final decision. In February 2012, the District identified the new Trevista principal, La Dawn Baity.</p>

<p>Describe how locally adopted competencies are used to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. Include (a) how all existing staff were screened and not more than 50 percent rehired and (b) how new staff are selected.</p>	<p>Section IV: Action Plan</p>	<p>Hiring Process for Trevista ECE-8th Grade at Horace Mann - 2012-2013 School year 2011-2012 Trevista teachers interested in returning to Trevista submitted a statement of interest to the West Denver Network.</p> <p>The incoming principal, La Dawn Baity, established the following procedure for evaluating and interviewing teachers choosing to apply to teach at Trevista during the 12-13 school year. The procedure had input and approval from the school's supervisor, Deputy Director, Laura Brinkman.</p> <p>Each teacher was observed for 20 minutes by two DPS instructional experts. Principal, La Dawn Baity, was one of the observers for every observation. Debbie Hearty, Director of Teaching and Learning; Todd White, consultant for the LEAP project; Don Trickel, West Denver Network School Improvement Partner; and Elizabeth Pascal, Director of Curriculum and Instruction shared the responsibility for joining Principal Baity to create quality control and inter-rater reliability when reviewing observation notes and data. Two Expectations from the LEAP Framework were used during each observation. Trevista teachers selected Academic Language Development as a school wide focus, so Principal Baity chose that as one lens through which to view the lesson, and the other Expectation was evidence of a Standards Based Objective. All teachers were emailed ahead of time listing the morning or afternoon of their observation. Specific times were not designated as we believed it might be difficult to stay on an exact schedule. Several observation times or days were changed at teacher request.</p> <p>All teachers were invited to participate in a 20-minute interview. The questions, along with instructions, were sent to teachers the day before interviews began. La Dawn Baity and Laura Brinkman, Deputy Director for the West Denver Network interviewed each candidate. A rubric was used to score candidate responses for all questions.</p> <p>Principal Baity called each candidate two days after the interviews to let them know the results of the hiring process. Teachers were notified ahead of time that the phone calls would be brief as nearly 40 teachers were applying to return to Trevista. The DPS Human Resource Partners assisted Principal Baity in constructing a brief, professional message regarding selection status. Human Resources Partner, Kristin Steele, was with Principal Baity during each phone call. Teachers were notified that Kristin was present and calls were placed on a speaker phone.</p> <p>Following the Budget Cycle, Principal Baity posted open positions for teacher candidates. Principal Baity, some of the teachers (all teachers were invited) and her leadership team attended or scheduled various hiring events. Those events included the DPS Hiring Fair for RIBbed teachers and a specially scheduled Trevista Screening Event for internal and external teacher candidates. In addition, Principal Baity and Lead Teacher, Rachel Rosenberg, attended a DPS event for bilingual candidates. Based on those screening results, Principal Baity began scheduling observations of candidates identified as a possible good fit for Trevista's mission, vision, and standards for excellence.</p> <p>The following personnel attended at least one of the screening events to select candidates for observation: Teachers - Paul Stehel, Dave Hernandez (counselor), Rachel Rosenberg, Michael Durga, Darcie Forde, Josh</p>
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	<p>Rodriguez, Martha Redd, Debbie Dedrick (instructional coach) Assistant Principals - Jesus Rodriguez, Kal Rao, Guy Pasquino, and Debby Hearty (district) Kristin Steele, our HR partner also attended the Trevista Screening Event to log in candidates</p> <p>Principal Baity, personally observed almost every DPS classroom teacher candidate selected according to our criteria. Whenever possible, at least one assistant principal joined Principal Baity for the observation. In a few cases, one of the assistant principals or the Instructional Coach observed a candidate if Principal Baity's calendar was not open during an optimal observation time. Principal Baity also relied heavily on DPS Principal and Assistant Principal recommendations when selecting, observing and hiring candidates. All candidates met with Principal Baity for a follow-up interview. Based on observations and interviews, Principal Baity selected some teachers for classroom positions.</p> <p>In a few cases, strong teacher candidates were from out of town or do not teach in DPS. Those candidates sent video links of their teaching or came to Trevista to guest teach.</p> <p>Due to the magnitude of traveling to observe almost 50 different teachers, some positions were scheduled for more traditional interviews. For example, our second music position was filled via the interview process by current Trevista music teacher, Paula Hurst and assistant principal, Guy Pasquino.</p> <p>To ensure the future hiring of teachers and leaders who are committed to the Trevista mission and vision, a similarly rigorous interview and selection process will be implemented. The School Leadership Team and Trevista Advisory Board will also be involved in each stage of the process: development of job descriptions that outline specific position qualifications; screening applications; interviewing; observation of candidates; reference checking; and selection.</p> <p>Trevista will make committed efforts to hire teachers from within DPS who meet our rigorous requirements for teacher excellence and share the mission, vision and values of our school. We will attend the District hiring fair but will not be subject to placement of unassigned teachers. New teacher vacancies will be posted when they become available, not on the district hiring cycle.</p> <p>Selection of Trevista staff will be based on teacher qualifications and fit with the mission, vision, and culture of the school. All Trevista teachers will sign an Innovation Agreement acknowledging that they have read the Innovation Plan and agree to participate fully in its implementation.</p> <p>The employment rights of secretaries, paraprofessionals, custodians, facilities managers, and food service personnel will be determined by District policy and the applicable collective bargaining agreement and/or memorandum of understanding. Trevista will collaborate with the district regarding the selection and placement of all personnel including secretaries, paraprofessionals, custodians, facilities managers, and food service personnel. In the event that a classified staff member is deemed to not be a good fit at Trevista, the school will work with the district to remove the staff member and find a more suitable placement. The Trevista principal will be the ultimate decision-maker regarding the selection and hiring of classified personnel. For the 2013-2014 school year, all teacher position considerations began with an application/résumé</p>
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screening from a school-based selection committee; initial interview; teaching observation; and then a final interview. We had a lower turnover rate than the previous year.

Description of TIG (Turnaround Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.</p>	<p>Section IV: Action Plan</p>	<p>Incentive and Compensation Structures Trevista teachers will be paid in accordance with the District salary schedule and will participate in the ProComp performance pay system</p> <p>Trevista teachers will receive additional pay for additional hours and responsibilities, as appropriate, to carry out the school's educational plan. Stipends will not increase a teacher's salary but will be considered income for the purposes of retirement benefits and taxes.</p> <p>Performance incentives will be provided when funding is available. Performance incentives will be tied to achieving school specific performance targets.</p>
<p>Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	<p>Section IV: Action Plan</p>	<p>For the 2013-2014 school year, we are focusing on school culture and data driven instruction. Teachers have reserved 45-minutes a week for professional development related to these two areas. In addition to this, we focused our entire four days (plus one extra) non-student contact days to these foci for professional development. New teachers will also participate in teach like a champion weekly PD.</p> <p>Professional Development will be based on the RPTIM (Readiness, Plan, Train, Implement, and Maintenance) approach.</p> <p>Trevista's Leadership Team will promote a culture of building teacher leadership capacity by providing financial resources for professional growth opportunities. Each grade level will have a Teacher Leader (stipend for extra duties) trained by our director of professional development. Teacher Leaders will conduct grade level meetings and be responsible for gathering input for and setting up agendas as well as collecting "meeting notes" documents</p> <p>o Teacher leaders will also receive adult leadership training All certified staff will have the opportunity to attend approved content specific external workshops. Content area staff led Professional Development on new strategies. Empower teachers to apply professional discretion to established ELD and Backward mapping practices to meet needs of Trevista students. Leadership will create a culture of professionalism through formal (Faculty/Dept. Focus Groups) and informal (1:1 Conversations) to ensure responsiveness to teachers' needs for their students.</p> <p>Professional Development reflection and assessment is an on-going cycle much like the Teaching-Learning Cycle. Our 2012-2013 P.D. was centered on two areas of focus; the first is our Innovative ELA strategies design and the second was on backward planning design. Our 2013-2014 foci are on student culture and data driven</p>

		<p>instruction.</p> <p>Evaluation Trevista will use the LEAP evaluation system framework and observation tools to set individual performance goals. Teachers will set goals in consultation with their supervisor.</p> <p>Trevista teachers will set ambitious student data map goals for growth and achievement (exceeding those set for SLOs). Incentive bonuses will be awarded for reaching goals. Trevista teachers will not be negatively impacted for falling short of achieving student data map goals.</p> <p>Teachers will be evaluated using the DPS LEAP evaluation frameworks, which include student growth data as measured on standardized assessments, principal observations and student feedback. Administrators are observing teachers once a week and debriefing that observation weekly with celebrations, key leverage area, and actionable next steps.</p> <p>Trevista will remain part of the LEAP program. Trevista will work with the District to review and modify, if necessary, LEAP processes and procedures to support the effective implementation of the Innovation Plan. The Trevista evaluation system will meet or exceed state and district requirements.</p> <p>Consistent with the DPS LEAP evaluation system, observations and feedback on instruction will be a critical part of the Trevista evaluation process. Teachers will be observed formally and informally by the Trevista Principal, Academy Directors, and West Denver Network a minimum of 1 time per week. Weekly principal and academy director “drop in” visits followed by brief informal feedback will be the norm at Trevista. Teachers will also be observed by peer observers. Teachers will receive formal feedback via the LEAP system (3 times per year for teachers with 3 years or less and the same for veteran teachers who opt in) and will receive feedback on progress toward individual growth goals and student achievement gains. Our supplemental Due Process document describes the evaluation steps in detail.</p> <p>Teachers will be provided with differentiated professional development opportunities and support as determined by their supervisor. Frequent observation and feedback will be used to drive instructional improvements that will result in increased student achievement.</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Research-Based Programming The research supporting Trevista’s program decisions is the same as Denver Public Schools, as we will be using the same core programs. The district’s curricular programs were chosen because of their alignment with college and career readiness expectations. Additionally, Trevista will work with the district on the implementation of the Common Core Standards, the Colorado English Language Proficiencies and the Colorado Academic Standards to ensure our curricular programs meet or exceed the expectations of these high standards.</p> <p>English Language Arts Elementary The Elementary Literacy Program is a differentiated instructional program that supports the literacy and language development of students in kindergarten through grade 5. Students learn to read and write through</p>

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	<p>genre-based units of study, which are implemented through the Reading and Writing Workshop model. Direct instruction is provided to students in whole group, small group, and individual settings and is based on standards, as well as assessment of students' strengths and needs. Students have multiple opportunities to practice skills and strategies being taught through engagement in meaningful independent work. Utilizing a Reading Workshop model, the DPS reading curriculum is standards-based and organized around genre-based units of study. Instruction throughout the units is focused on direct instruction that supports students as they create their own reading processing systems.</p> <p>Utilizing a Writing Workshop model, the DPS writing curriculum is standards-based and organized around genre-based units of study. Instruction throughout the units is focused on direct instruction that supports students as they explore the craft of writing through mentor texts and apply writing strategies for a variety of tasks, purposes, and audiences.</p> <p>The instructional planning guides were designed to guide students through the process of thinking of themselves as readers and writers. During each unit of study, students come to know what it is like to lead an author's life and will be encouraged to develop a love of reading and writing. The instructional planning guides focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension in a variety of reading and writing genres. The program is set in a double-block schedule to provide sufficient time to systematically instruct students, develop their skills, and continuously assess their development.</p> <p>While instruction is based on standards and big ideas, the elementary literacy program is flexible enough to adapt the instructional approach to classroom's needs. A reading and writing workshop format provides students with many opportunities to apply their reading and writing skills during whole- and small-group instruction and independent work time. The workshop format provides many opportunities to assess students' skill development. The elementary program is aligned to research and best practices. It includes ELA-E and ELA-S classroom kits that have bilingual materials to build proficiency and literacy in one's native language (ELA-S classrooms) and support students' transition to English.</p> <p>Secondary Trevista will implement the district adopted language arts curriculum. It is a 45- to 90-minute block that gives students instruction and practice in reading, writing, and critical thinking. The secondary language arts block provides students with many opportunities to apply their reading and writing skills during whole- and small-group instruction and independent work time.</p> <ul style="list-style-type: none"> ● Based on College Board Standards for College Success™, ● Aligned to state standards and most textbooks, and ● Prepares students for AP courses and college. The program integrates four essential characteristics: <ul style="list-style-type: none"> ● Rigor: Emphasizes higher-order thinking skills and students' own responsibility for their learning. ● Relevance: Explores real-world contextual settings and situations. ● Relationships: Enhances connections among students, their teachers, and academic content. ● Results: Extends from both student performance and increased AP enrollment and diversity. <p>District pacing and planning guides will be used as resources for developing weekly curriculum maps and daily lesson plans and will supplement the district curricular materials as necessary.</p>
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	<p>Literacy Interventions</p> <p>Trevista will implement the following interventions for reading and writing:</p> <ul style="list-style-type: none"> ▪ double dose of small group instruction using LLI (Leveled Literacy Intervention) or appropriate leveled texts; this gets at sight word automaticity, phonics and phonemic awareness, but may also be supplemented with specific tools for those skills; ▪ use of Imagine Learning to support second language learners' reading and writing development; ▪ fluency strategies implemented in small groups and/or individually; and ▪ double dose of small group instruction focused on comprehension. <p>Mathematics</p> <p>Trevista will implement the district-adopted mathematics curriculum. For the elementary school grades, Trevista will use the Everyday Mathematics curriculum, a complete, research-based mathematics curriculum. The program supports ECE (pre-kindergarten) through grade 5 and introduces students to these major mathematical content domains: number sense, algebra, measurement, geometry, data analysis, and probability. The Everyday Mathematics curriculum helps students move beyond basic arithmetic by nurturing higher-order and critical thinking skills using every day, real-world problems and situations. Teachers will use additional resources to be provided to ensure alignment between the units within Everyday Mathematics and the new Common Core State Standards (CCSS). These tools include guidance on lessons and concepts to emphasize and de-emphasize as well as formative assessment tools (instructional tasks) to check progress toward readiness for the CCSS.</p> <p>Secondary For Middle School grades, Trevista will use Connected Mathematics Project (CMP). The educators of the Connected Mathematics Project (CMP) have a collective, overarching goal: to help students understand how important it is to be proficient in the various disciplines of mathematics, specifically: reason and communication, vocabulary, forms of representation, materials, tools, techniques, intellectual methods.</p> <p>Connected Mathematics is a comprehensive middle school mathematics curriculum that provides students with multiple opportunities to develop knowledge and fluency with skills and concepts across mathematical strands. Because the program's mathematical ideas develop and deepen over the course of three years, students must have opportunities to study mathematics in each strand every year. The educators of the Connected Mathematics Project (CMP) have a collective, overarching goal: to help students understand how important it is to be proficient in the various disciplines of mathematics. Students the world over will one day compete for resources to get ahead. With technological advances and global commerce framing their paths to success, students who have insight and a creative attitude, and who have been disciplined in mathematical reasoning and communication will be better positioned respond to the needs of a global economy. Specifically, educators of Connected Mathematics seek to guide students to proficiency in these areas of mathematics: reason and communication, vocabulary, forms of representation, materials, tools, techniques, and intellectual methods.</p> <p>Support for Connected Mathematics is demonstrated by these results in 10 years of testing:</p> <ul style="list-style-type: none"> • CMP is an effective middle school curriculum that is accessible to all students. • CMP students do as well as, or better than, non-CMP students on tests of basic skills, and outperform non-CMP students on tests of problem- solving ability, conceptual understanding, and proportional reasoning.
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		<ul style="list-style-type: none"> • CMP students can use basic skills to solve important mathematical problems and are able to communicate their reasoning and understanding. • <p>By the end of grade 8, CMP students show considerable ability to solve non-routine algebra problems and demonstrate a strong understanding of linear functions and a beginning understanding of exponential and quadratic functions. Math Interventions The primary approach to mathematics interventions at Trevista is to build teachers mathematics understandings and instructional strategies to ensure high quality core instruction alongside scheduled intervention blocks that ensure the time and place to provide small group instruction that recognizes student strengths and gaps and appropriate next steps to advance understandings. Additionally, Trevista will implement the following district approved interventions for mathematics: · double dosing of small group instruction including daily pre-teaching and re-teaching use of Imagine Learning to support second language learners' reading and writing development; · Do the Math (Marilyn Burns) for development of basic math skills. We will investigate the inclusion of additional intervention programs, based on early data.</p> <p>Science</p> <p>Trevista will implement the district adopted science curriculum. Elementary For elementary, we will use the district's curriculum, BSCS Science Tracks: Connecting Science and Literacy. The goal is to provide students with meaningful, stimulating, and interesting hands-on science programs. To do so, teachers will be provided with tools they need to help students mimic how scientists go about finding problems and methods to solve them. Essentially, the goal is to engage students in inquiry-based science in fun and challenging ways. BSCS Science Tracks: Connecting Science and Literacy:</p> <ul style="list-style-type: none"> • Focuses on principles (big ideas) in earth, life, and physical sciences; • Incorporates a research-based, constructivist approach to learning; • Includes embedded formative assessments; • Teaches science as inquiry; • Provides literacy strategies; • Aligns with Colorado science standards and TCAP science assessment frameworks; and • Includes kits for hands-on learning. <p>Secondary</p> <p>Structure and facilitated discussions based on shared understanding of rules of scientific discourses must be the rule to enhance our science disciplinary literacy (e.g., justifying understandings, basing arguments on data, critically assessing the explanation of peers). Both aspects of understanding—explaining and representing—are required to meet standards and prepare our students for the technological world they will enter. Science should include activities focused on the following main ideas.</p> <ul style="list-style-type: none"> ● Scientific Thinking ● Scientific Tools and Technologies ● Scientific Communication ● Scientific Investigation <p>The content for sixth grade is earth science. Seventh grade students learn about biology. Eighth graders take physical science, including physics and chemistry. Specifically:</p> <ul style="list-style-type: none"> • 6th Grade: Earth Science: Investigating Earth Systems (IES), developed by the American Geological Institute and published by its About Time. • 7th Grade Life Science: Science and Life Issues (SALI) was developed by the Lawrence Hall of Science and is published by Lab-Aids.
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	<ul style="list-style-type: none"> • 8th Grade: Physical Science: InterActions in Physical Science (IPS) was developed by San Diego State University and is published by its About Time. The curriculum: <ul style="list-style-type: none"> ○ focuses on principles or big ideas in earth, life, and physical sciences; ○ incorporates a research-based, constructivist approach to learning; ○ includes embedded formative assessments; ○ teaches science as inquiry; ○ aligns with Colorado science standards and CSAP science assessment frameworks; and ○ includes materials for hands-on learning. Social Studies Trevista will implement the district adopted social studies curriculum based on Teacher Curriculum Institute's (TCI) resource texts. TCI's Social Studies Alive! programs teach students about the world around them in ways that make them excited to learn every day. TCI uses a variety of proven instructional practices that allow students of all abilities to master key social studies concepts at every grade level. With TCI's elementary programs, students don't just learn social studies. They learn social skills. Elementary Kindergarten Social Studies Alive! Me and My World explores the relationships in students' lives with their families, friends, teachers, and neighbors. Students explore ways to get along with others and how to solve problems. They learn that people live differently in different places and that they can help care for the world. ○ <ul style="list-style-type: none"> 1st Grade Social Studies Alive! My School and Family introduce the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school. They learn about family traditions and the ways in which family members interact and change. 2nd Grade Social Studies Alive! My Community teaches students the basics of geography, economics, and citizenship in the context of learning about their local community. Readings are reinforced by activities that develop a wide range of skills. These skills include designing a community within the classroom, making a simple toy using assembly-line techniques, and acting out people's experiences in different time periods. 3rd Grade Social Studies Alive! Our Community and Beyond broadens students' awareness about the local and global communities in which they live. They learn the basics of geography in order to locate communities on a globe. They learn about different cultures and public service roles. Through activities such as forming human monuments to commemorate contributions of community members, students solidify their grasp of the responsibilities within communities. 4th Grade Social Studies Alive! Regions of Our Country presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history. Students learn to think like social scientists as they "tour" the regions, investigating the features that make the regions distinct and the characteristics that unite them. Ultimately, students apply what they have learned about our nation as they research their own states. 5th Grade Social Studies Alive! America's Past covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history.
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6th Grade: Geography The sixth grade geography course focuses on the Colorado Model Content Standards for Geography. The core of the sixth grade geography course is TCI's (Teacher Curriculum Institute's) Geography Alive! Regions and People program. The pacing and planning materials are meant to serve as a guideline to use in preparing daily lessons designed to meet the Colorado Model Content Standards for Geography.

7th Grade: World History The seventh grade world history course focuses on the Colorado Model Content Standards for History. The core of the seventh grade world history course is TCI's (Teacher Curriculum Institute's) History Alive!: The Medieval World and Beyond program. The pacing and planning binder is meant to serve as a guideline to use in preparing daily lessons designed to meet the Colorado Model Content Standards for History.

8th Grade: U.S. History The eighth grade U.S. history course examines U.S. history from the Constitution through Reconstruction and focuses on the Colorado Model Content Standards for History, Economics, and Civics. The core of the eighth grade U.S. history course is composed of TCI's (Teacher Curriculum Institute's) History Alive!: The United States through Industrialism, as well as the We The People and Foundations of Democracy programs. The unit and lesson plans provided in the planning and pacing binder are meant to serve as guidelines to use in preparing daily lessons designed to meet the Colorado Model Content Standards for History, Economics, and Civics.

District pacing and planning guides may be used as resources for developing weekly curriculum maps and daily lesson plans and will supplement the district curricular materials as necessary. See the Trevista Curriculum Mapping and Implementation Process for more information.

Arts

During the course of each child's ten years of schooling (ECE–grade 8) at Trevista, the child will attain standard-driven levels of arts experiences and instruction in multiple arts areas, including vocal music, instrumental music, visual arts, and dance. These experiences serve as a foundation for future study in the arts and complement the core instructional program. Denver Public Schools supports comprehensive arts education as a part of The Denver Plan. We believe that through the arts, we stimulate learning, creativity, and analytical capabilities that help our students achieve their full potential. Furthermore, we have hired an enrichment coordinator who has created a 6 week rotation for arts enrichment in a variety of areas through outside providers such as: yoga, ballet, African drumming, graffiti art, capoeira, etc.

Trevista Curriculum Mapping and Implementation Process

Using our Common Core Standards curriculum map, which will be developed during the summer, Trevista teachers will meet weekly in grade level and/or content teams to backward map curriculum units and weekly lesson plans: Teachers will identify specific concepts students must know and be able to do in each content area and grade level as well as associated performance tasks (see sample data map by teacher). Teachers will monitor performance goals for each student and identify interventions and instructional groupings six times per. When teams determine existing curricular materials are not adequate to reach student performance goals, supplemental and/or replacement curriculum may be identified. (For example: If students are struggling with number sense and computational skills, teachers may find that Everyday Math does not have adequate

	<p>scaffolding and practice in computational skills to access its higher-order problem-solving.</p> <p>Teachers would supplement the Everyday Math curricular materials with Do the Math or Number World computation programs.)</p> <p>If, through the Curriculum Mapping and Implementation Process, teachers determine that the existing DPS curricular materials in any given area do not adequately meet the needs of the majority of Trevista students, the Trevista leadership will work with the District Chief Academic Officer to obtain approval on research-based replacement curriculum aligned to the Common Core State Standards and the Colorado Academic Standards.</p> <p>Instructional Core Philosophy and Approach</p> <p>The research supporting Trevista’s program decisions is the same as Denver Public Schools, as we will be using the same core programs.</p> <p>At the center of our philosophy is the instructional core, which represents the critical work of teaching and learning that goes on in classrooms. The core includes three interdependent components: teachers’ knowledge and skill, students’ engagement in their own learning, and academically challenging content. In the first year of Innovation, Trevista teachers and administrators focused efforts on data analysis, goal setting, effective lesson design, excellent core teaching, targeted interventions, explicit language development and frequent, relevant milestone assessments cycles. The current core DPS curriculum programs align well with the philosophy of the incoming teachers and administration.</p> <p>Trevista’s instructional approach will be centered on the following key frameworks:</p> <p>Ø Instructional Coherence: We will develop and implement a strong instructional core, based on common lesson design and instructional practices employed by every adult in the building. Coherence in instructional practice will be created through staff agreements and professional development. The initial meetings and professional development will occur during the staff summer retreat, district “Green Days” and continue as on-going professional learning throughout the year.</p> <ol style="list-style-type: none"> 1. A consistent, coherent English Language Acquisition (ELA) plan supported by expert ESL coaches/mentors 2. A high quality, redesigned English Language Development Block (ELD) 3. Culturally Responsive Teaching 4. Positive Culture and Climate: teacher to students, teacher to parents, teacher to teacher and student to student 5. Systematic student assessment processes with deep understanding/implementation of appropriate core teaching, supports and interventions 6. Understanding by Design – a system to support high quality assessments, lesson design and instruction aligned to Common Core State Standards and college readiness expectations. <p>Ø Vertical Alignment: Teachers will work collaboratively with the district, West Denver Network, and school leadership to lay out a vertically aligned curriculum map developed from Common Core Standards. Our maps will detail the development of skills and knowledge across grade levels. They ensure students who progress through the school will have a strong, coherent and progressive curriculum experience. Curriculum maps will be</p>
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		<p>drafted by summer work groups and refined during our summer retreat, so they will be ready to guide instruction by the start of school. Stipends will be paid to staff and assistant principals for their summer work effective with older students. Our middle school students performing below grade level will also participate in a math intervention program called "Do the Math Now". However, we also recognize the gap this creates as it is not yet available in Spanish, and Trevista is designated as an ELA Zone school. Middle school students have highly engaging elective options at the end of the day, and the elective options are dependent on high quality completion of in class and homework assignments.</p>
<p>Describe the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Section IV: Interim Measures on Target Setting Form and Action Plan</p>	<p>Progress Monitoring System Trevista will increase the effectiveness of its educational program by improving the implementation of the existing DPS curriculum. The Trevista principal, three academy directors, and the West Denver Network instructional superintendent will conduct frequent classroom observations to collect data on implementation and provide feedback to improve instruction. Trevista's teaching/learning/assessment cycle flow chart describes our progress monitoring system.</p> <p>Trevista teachers will meet weekly in grade level and/or content teams to backward map the curriculum: identifying specific concepts that students will know and be able to do in each content area and grade level as well as associated performance tasks.</p> <p>Teachers will set end-of-year performance goals for each student. Teachers will monitor progress toward these goals and identify interventions and instructional groupings five times per year.</p> <p>All students will be assessed in reading, writing and math using DPS or West Denver Network approved interim assessments as well as Math/literacy unit tests, Star, and teacher created summary and main idea assessments. The data will be used to schedule students into intervention groups and will also be used by teachers to plan for instruction to address gaps in student learning and performance.</p> <p>PLC, working in five to six week data cycles will analyze data, set goals (for both students & teachers), and determine next steps to achieve a minimum target of at least one year for students at or above grade level and more than one year's growth for students below grade level.</p> <p>PLCs will:</p> <ul style="list-style-type: none"> ▪ Collect, analyze and chart data ▪ Analyze strengths and obstacles of both teacher & student ▪ Set, review and revise goals ▪ Determine instructional strategies ▪ Establish success measures / indicators <p>Compelling Conversations Data Map Questions (examples)</p> <ul style="list-style-type: none"> ○ Who is the student? What are each student's learning styles, strengths, weaknesses and special interests? ○ What learning can we celebrate and document for each student? ○ What does the teacher know and need? ○ Based on the learning outcomes and discussions with each student, what changes can you make to

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		<p>improve the effectiveness of your teaching?</p> <ul style="list-style-type: none"> ○ What information do you need to understand this student's challenges? ○ Teaching/Learning Cycle: What was the intended learning? How will we know if the student learned that? ○ What is our response if they did? If they did not? ○ Disaggregated data: When the data are disaggregated, what trends emerge? What are the root causes of those trends? How can they be addressed? ○ <p>The staff will be organized into grade level and vertical collaborative teams to examine and monitor the students' progress related to the planned instruction. Teachers will meet in data teams to identify needs, propose solutions, and to design lessons to maximize the learning of each student in the class. Specific intervention (RTI) needs will be identified and a plan of action will be implemented to ensure that every student demonstrates growth of at least one year for students at or above grade level and more than two years for students below grade level.</p> <p>During weekly PLC/data team meetings, teachers will identify gaps in student learning and determine how to best fill those gaps. Teachers will also analyze which instructional strategies are working well for students and which need to be adjusted or discarded.</p> <p>Summative achievement data will be measured by End of Unit tests, completed projects & experiments, teacher created writing assessments, reading responses and Open Response Math Tasks. Additional summative data will be gathered through the DPS assessments in reading, writing and math and the TCAP tests. Trevista will determine their own progress monitoring windows and, in some cases, progress monitoring content to align with the curriculum mapping. The number of cycles will exceed those currently mandated by the district. The Trevista assessment calendar aligns with the school's progress monitoring cycles.</p> <p>∅ Assessment Cycles: Trevista will implement the following Teaching/Learning Cycle and accountability to rapid closure of student achievement gaps.</p> <ul style="list-style-type: none"> ● Teachers work with Academy Directors and principal to set ambitious reading, math and ELA goals (more than one year's growth for every child below grade level). Goals are backward mapped to determine where students need to be at 6 week intervals to ensure accelerated learning trajectory toward end-of-year goals. (see sample student data maps) ● Provide excellent core teaching based on relevant assessments and planning (Understanding by Design) ● Provide daily, systematic interventions (not to supplant core instruction – see master schedule) ● Teachers meet weekly to refine core instruction and adjust interventions as needed. See attached flow chart. ● October, December, February, April, June –Teachers administer milestone assessments in 6 week cycles (see proposed assessment calendar). ● Student Data Map meetings with Academy Director and Principal (every 6 weeks) to review growth for every student. (see proposed assessment calendar). ● Adjust, increase or maintain interventions as needed.
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		<ul style="list-style-type: none"> ● Plan for the next assessment cycle. <p>∅ Extended Learning Time: Trevista will leverage the extended school day to provide high quality interventions during school hours. Time and human resources allocated to the reading block allows for a “double dose” intervention to occur as a rotation in our literacy labs where each child is in a small group with a highly trained interventionist tutor.</p> <p>Middle school students, reading below grade level, will also have a double dose of direct, small group reading instruction. In addition to core instruction, our City Year Corps members have been trained in Collaborative, Strategic Reading, fluency strategies and other reading interventions effective with older students. Our middle school students performing below grade level will also participate in a math intervention program called “Do the Math Now”. However, we also recognize the gap this creates as it is not yet available in Spanish, and Trevista is designated as an ELA Zone school. Middle school students have highly engaging elective options at the end of the day, and the elective options are dependent on high quality completion of in class and homework assignments.</p> <p>In addition to their academic tutoring training, stated above, Trevista Instructional experts (Principal, A.Ps, Instructional Facilitator, etc.) will train City Year Corps members to tutor students in small groups before, during and after school.</p> <p>The Trevista principal, three academy directors, and the West Denver Network instructional superintendents will all conduct weekly classroom observations to collect data on implementation and provide supportive feedback to improve systems and instruction.</p>
Establish schedules and implement strategies that provide increased learning time.	Section IV: Action Plan	<ul style="list-style-type: none"> ● Student length of day (was 8:00-4:00 M-Th, 8:00-1:00 F) Extended to 8:00-3:35 M-F) ● 80 minutes of daily planning (30 minutes for observation debrief, 40 minutes for PD, and 100 minutes for PLC) ● Reading 1.5 hours and 45 minutes of writing every day for elementary school, 1.5 hours Reading/Writing for MS ● Reading Intervention 30 minutes for every student per day embedded in reading block (in most cases) ● Math 1.5 hours every day ES and MS ● Customized ELD Block 45 minutes daily plus Imagine Learning 20 minutes per day ● Intervention Math Groups 30 minutes
Provide appropriate social-emotional and community-oriented services and supports for students.	Section IV: Action Plan	<p>Mental, Emotional, Social Development and Health Needs</p> <p>In order to support the range of social development, emotional challenges, and mental health needs in children grades ECE through 8th grade, the following programs and policies will be implemented at Trevista: · Bully Programs:</p> <ul style="list-style-type: none"> o Mean Girls curriculum will address Relational Aggression (non-physical bullying) among Trevista’s girls. The principles of the program can be used with individuals to address bullying behavior or victimization at a Tier 3 level; groups will be run to address Relational Aggression at a Tier 2 level; classroom/school-wide discussions and activities can be used to support girls at the Tier 1 level. o Safe2Tell – Students and staff will have access to this anonymous reporting system to provide information about bullying, threatening or harmful behavior to the principal and authorities. o The Responsive Classroom – Morning Meetings ECE – 5th grades and Gear Up for 6th – 8th grade students <p>Mental health Support Team:</p> <p>The Trevista Mental Health Support Team will include one full time counselor to work with all grades, a part time</p>

	<p>counselor to work specifically with grades 6, 7, and 8, and a full time, five-day school psychologist. The team will collaborate with teachers and administrators to effectively address the mental and developmental needs of students.</p> <p>Groups will be run by individual or teams of mental health staff to address specific issues (i.e., divorce/loss, social skills, anger management, etc.). Specific topics will be identified within the 2013-14 students via needs assessments and teacher/parent/community input.</p> <p>College and career readiness will be a focus of the mental health team.</p> <p>Morning (Core, Homeroom, etc.) meetings: a designated time will be set aside to discuss social and emotional issues, help students to problem-solve, and support positive culture and climate throughout the school. Mentor Programs: Trevista has designated funds to partner with City Year, a program to provide upper elementary and middle school students with mentoring and tutoring supports. Trevista has requested 10 City Year Members to mentor approximately 50 – 60 students in the 6th through 8th grades.</p> <p>SOS – Signs of Suicide: In concordance with the DPS mission, all 6th grade students will complete the SOS program. This program is designed to teach students and staff to recognize the signs of depression and other risk factors and/or signs that indicate suicidal ideation or thoughts. The program will be taught by member of the mental health team in collaboration with classroom teachers and staff; the parent community will be another supporting factor of the program throughout the year. The program is presented twice within the school year, once in the fall and a supplemental/refresher course in the spring.</p> <p>Trevista will implement the following policies and programs to support at-risk students:</p> <ul style="list-style-type: none"> ➤ Making Connections. Research shows that if a student can make one meaningful connection with an adult in a school, his or her risk of dropping out is significantly reduced. All Students at-risk for dropping out of school will be paired with a designated mentor (City Year, Administrative Staff, Classroom Teacher, and Mental Health Support Team). ➤ Additional Adult Support. City Year Program Staff to work with students in mentoring roles, tutoring, and as additional support in classroom management and supervision. ➤ Extended Learning Opportunities (ELO). Students needing interventions will have the benefit of an extended learning day and school year. All students ➤ (1st-8th) will receive 40 minutes of tutoring/small group services in literacy and math ➤ Response to Intervention – RTI: Led by an expert in RTI, a Student Intervention Team (SIT) to be made up of members of the mental health support team, administrators, and teachers, will rigorously implement an RTI model that includes a combination of high quality, culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavior problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning and other disabilities. ➤ High Expectations and Support for Attendance: Consistent implementation of an Attendance/Tardy policy outlined in our parent/student handbook. Attendance and welfare checks will include phone calls to parents
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		<p>who have not notified the school of a child's absence. City Year Corps members have been trained in procedures and will make initial phone calls. Our attendance officer will follow up when chronic or historical attendance problems are evident. City Year Corps members will also spearhead an attendance campaign and celebration for excellent attendance. Trevista wants students to know that we notice and miss them when they are not in school. If attendance problems are particularly severe or persistent, the principal will make a visit to the student's home to check on his or her welfare. Attendance incentives will be offered through partnership with the Optimist Club.</p> <p>Extracurricular Activities: A special emphasis will be placed on getting at-risk students to participate in extracurricular activities. Trevista believes that if students are more connected and having fun at school they will be less likely to drop out.</p>
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