

**Colorado's Unified Improvement Plan for Schools for 2014-15**

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1785 School Name: COLE ARTS AND SCIENCE ACADEMY Official 2014 SPF: 1 Year

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

**Directions:** This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
<b>Academic Achievement (Status)</b>	TCAP, CoAlt, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	40.64%	-	-	Overall Rating for Academic Achievement: * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	55.25%	-	-	
		W	53.52%	-	-	26.82%	-	-	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. <b>Expectation:</b> If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	53	-	-	47	-	-	
		M	62	-	-	38	-	-	
		W	64	-	-	57	-	-	
		ELP	34	-	-	64	-	-	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	<p>Median Growth Percentile  <b>Description:</b> Growth for reading, writing and math by disaggregated groups.  <b>Expectation:</b> 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.	Overall Rating for Growth Gaps: * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
<b>Postsecondary &amp; Workforce Readiness</b>	<p>Graduation Rate  <b>Expectation:</b> At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	<p>Disaggregated Graduation Rate  <b>Expectation:</b> 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  <b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score  <b>Expectation:</b> At or above state average (baseline of 2009-10).</p>	-	-	-	

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2014	Initial 2014-15 UIP Draft Due for IS Review (via upload tool).
	December 10, 2014	UIP Due for ALL schools (via upload tool).
	April 8, 2015	2014-15 UIP due; this submission will be public on Schoolview.org in May 2015.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).		
<b>ESEA and Grant Accountability</b>			
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.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
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.

**Section II: Improvement Plan Information**

**Additional Information about the School**

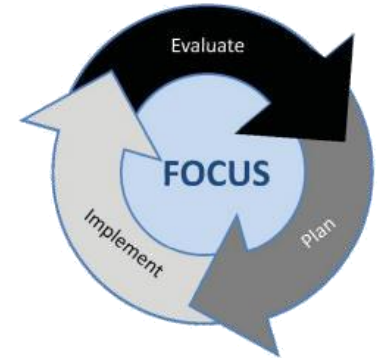
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	ELO Grant READ ACT Grant
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <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	Jennifer Jackson, Principal
	Email	Jennifer_Jackson@dpsk12.org
	Phone	720-423-9120
	Mailing Address	3240 Humboldt St., Denver, CO, 80205
2	Name and Title	Shelley Boberschmidt
	Email	<u>Shelley_Boberschmidt@dpsk12.org</u>
	Phone	720-423-9120
	Mailing Address	3240 Humboldt St., Denver, CO, 80205

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

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



**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><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p><b>Review Current Performance:</b> Review the SPF and 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><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four 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><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 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><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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**Description of School Setting and Process for Data Analysis**

**School History**

Cole Arts and Science Academy is located in the Cole neighborhood of the Northeast Denver. The Cole neighborhood became part of the City under the Territorial Session Laws of 1874. The neighborhood is bound by 32nd and 40th Avenues and York and Downing Streets. More than half of the residential blocks were developed prior to 1900. By 1930, it was fully developed. The Cole Neighborhood was named after Carlos M. Cole, who was instrumental in impacting education in the Denver Public Schools as the superintendent from 1915-1920. The neighborhoods that surround Cole include Five Points, Whittier, Clayton, Elyria-Swansea and Skyland.

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The school is located in the historic Cole building (Cole and Whittier Neighborhood off of Martin Luther King Jr. Blvd and Downing St.), which provides preschool through fifth grade students in the Cole and Whittier neighborhoods with a quality education that focuses on student achievement, growth and high expectations. Learning at Cole occurs in, about, and through creativity (arts) and inquiry (science) across content areas.

Cole Arts and Science Academy is an innovation school, which means, essentially, that though the school is a district based school, there is latitude for the school to opt out of certain aspects of the district policies and procedures. CASA has waivers from DPS board policy, Denver Classroom Teachers Association Union bargaining agreements, and Colorado state polices. These waivers permit the school to set its own budgeting, time, programming, and staffing priorities. Also, the waivers allow the school to be more responsive to the market in which it is located. The CASA community sought innovation status in 2008 so that they could create a true neighborhood school, a place that sought only to serve the needs of the children of the 80205 ZIP code in which the Cole building is located.

CASA is an organization that has had both struggles and successes in its past within the context of education in Denver Public Schools. In 2004, Cole Middle School became the first and only school to cede to Colorado's accountability law. The state took over the school because of low performance. In 2005 turned it over to the Knowledge Is Power Program (KIPP). The respected charter-school organization pulled out because an appropriate school leader could not be found. For a year, the building was partially occupied by various programs and small charter schools. In August 2008, Denver Public Schools (DPS) reopened the school as part of a district-wide reform effort to incorporate the students form Mitchell and Wyman Elementary Schools. In August 2009, the State Board of Education's approved CASA's proposal to operate as an "Innovation School" making CASA the third school in the state to be granted innovation status since the Innovation Schools Act was signed into law in 2008. In 2011, Cole established a partnership with Denver Schools of Science and Technology (DSST) and began sharing the building, and DSST began to offer Middle School as Cole began to process the ending of its middle school instruction. In 2012, Cole participated in a new initiative to intensify- its instructional systems called Short Cycle Assessment Network. The work focused on creating an aligned instructional plan and assessment in the implementation of the Common Core Standards. In 2013, Cole continues to expand its partnership with other schools. With the goal of improving our literacy instruction, we created a partnership with Highline Academy to collaborate on this very important endeavor. As the school year 2014 Cole opens, an addition to its history is about to unfold in the leadership of Principal Jennifer Jackson. At the same time, DSST marks the opening its High School in the leadership of Ben Cairns as the principal. This partnership is definitely going to impact our culture, as two schools will be housed in one building.

**School Demographics**

**Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)**

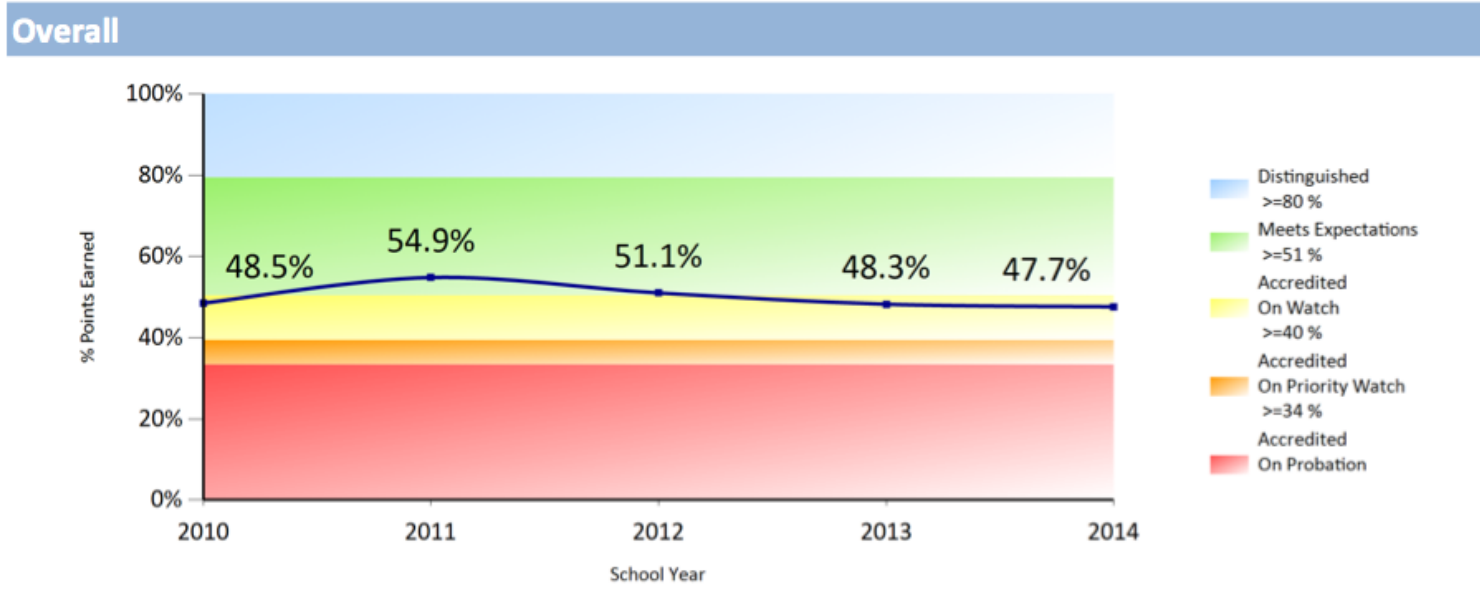
**Cole Arts and Science Academy**

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
00	30/26/56	-	-	7/8/15	-	4/1/5	2/0/2	43/35/78
01	26/21/47	-	-	7/7/14	0/1/1	3/4/7	1/1/2	37/34/71
02	20/31/51	-	-	11/7/18	0/1/1	5/1/6	1/0/1	37/40/77
03	20/38/58	-	-	6/3/9	-	1/2/3	1/0/1	28/43/71
04	30/22/52	-	-	7/10/17	-	4/0/4	0/2/2	41/34/75
05	28/37/65	-	-	11/6/17	-	1/2/3	1/0/1	41/45/86
EC	22/28/50	-	-	7/7/14	-	2/7/9	1/2/3	32/44/76
All Grades	176/203/379	-	-	56/48/104	0/2/2	20/17/37	7/5/12	259/275/534

**Summary:**

- The school demographics composed of 71% Hispanic/Latino, 19% Black or African American, 7% White and 0.2% Multi-race population.
- The percentage of Free and Reduced Lunch is 91%.
- The percentage of students who receive special education services is 15%.
- The percentage of English Language Learners is 46%.

### School Current Performance OVERALL SCHOOL PERFORMANCE FRAMEWORK RATING



	Accredited On Watch	Meets Expectations	Meets Expectations	Accredited On Watch	Accredited On Watch
	2010	2011	2012	2013	2014
% Points Earned	48.5%	54.9%	51.1%	48.3%	47.7%
Points Earned	133	158	145	140	71
Points Possible	274	288	284	290	149

**Summary:**

- Cole Arts and Science Academy reached its peak and met the expectations on the School Performance Framework for two consecutive years in 2011 and 2012.
- In 2011, the SPF rating increased by 6.4%.
- Then it continued to decrease three years after that by 3.8%, 2.8% and 0.6% respectively.
- The decline in 2013 and 2014 is not significantly different to the year 2010.
- The decline of the SPF in 2012 is partially attributed to the phasing out of the Middle School Programming.



## 2014 SCHOOL PERFORMANCE FRAMEWORK RATING

### SPF 2013-2014 Overall Score

**Accredited On Watch**

	Earned Points	Possible Points	% of Points Earned	Stoplight
<b>Overall</b>	<b>71</b>	<b>149</b>	<b>47.65%</b>	<b>Accredited On Watch</b>
Elementary School				
1. Student Progress Over Time - Growth	48	101	47.5%	Approaching
2. Student Achievement - Status	11	30	36.7%	Approaching
5. Student Engagement & Satisfaction	3	6	50.0%	Approaching
Center-Based Program Offerings <sup>1</sup>	2	0		2 Bonus Points
6. Enrollment	3	4	75.0%	Meets
Enrollment Change <sup>1</sup>	0	0		0 Bonus Points
7. Parent Engagement & Satisfaction	4	8	50.0%	Approaching

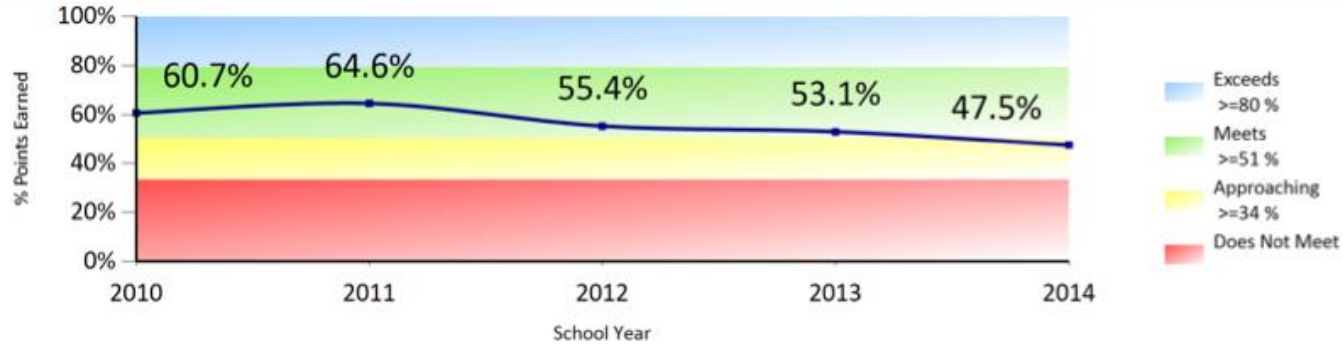
SPF Rating Cut-Off Points					
Overall	Accredited On Probation	Accredited On Priority Watch	Accredited On Watch	Meets Expectations	Distinguished
SPF Rating	<33.5%	>=33.5% and <39.5%	>=39.5% and <50.5%	>=50.5% and <79.5%	>=79.5%
Indicators 1,2,3,4,6,7	Does Not Meet	Approaching	Meets	Exceeds	
SPF Ratings	<33.5%	>=33.5% and <50.5%	>=50.5% and <79.5%	>=79.5%	
Indicator 5	Does Not Meet	Approaching	Meets	Exceeds	
SPF Rating	<33.0%	>=33.0% and <50.5%	>=50.5% and <83.5%	>=83.5%	

**Summary:**

- Cole Arts and Science Academy has a strong enrollment rate, which earned 75% and met the expectations.
- The areas of student growth, status, student and parent engagement and satisfaction earned the approaching ratings.
- Increasing the SPF ratings by 2.8%, Cole Arts and Science Academy will be able to meet the green on the stoplight rating, which means Meet Expectations.

**SPF RATING ON MEDIAN GROWTH PERCENTILE**

**Student Progress Over Time - Growth**



	Meets	Meets	Meets	Meets	Approaching
	2010	2011	2012	2013	2014
% Points Earned	60.7%	64.6%	55.4%	53.1%	47.5%
Points Earned	102	124	103	103	48
Points Possible	168	192	186	194	101

**Summary:**

- From 2010 to 2013, Cole Arts and Science Academy met the expectations on Student Progress Overtime.
- From 2012 to 2014, student progress overtime (growth) started declining yearly by 9.2% (rated as meets expectations), 2.3% (rated as meet expectations, and 5.6% (rated as approaching expectations) respectively.

### 2014 TCAP MGP DATA SUMMARY READING

School by Grade Level	2010		2011		Change 10 to 11	2012		Change 11 to 12	2013		Change 12 to 13	2014		Change 13 to 14
	N	Median	N	Median		N	Median		N	Median		N	Median	
Grade 04	43	33.0	58	44.5	11.5	40	47.5	3.0	65	44.0	-3.5	72	44.0	0.0
Grade 05	55	53.0	51	44.0	-9.0	55	42.0	-2.0	61	56.0	14.0	72	47.5	-8.5
Grade 06	40	79.0	61	48.0	-31.0	*	*	*	*	*	*	*	*	*
Grade 07	46	69.5	51	64.0	-5.5	63	63.0	-1.0	*	*	*	*	*	*
Grade 08	51	76.0	54	61.5	-14.5	45	66.0	4.5	70	56.0	-10.0	*	*	*
<b>Overall</b>	<b>235</b>	<b>63.0</b>	<b>275</b>	<b>50.0</b>	<b>-13.0</b>	<b>203</b>	<b>55.0</b>	<b>5.0</b>	<b>196</b>	<b>52.0</b>	<b>-3.0</b>	<b>144</b>	<b>47.0</b>	<b>-5.0</b>

**Summary:**

- In 2014, 4<sup>th</sup> Grade students had a steady MGP in Reading at 44% from the previous year.
- In 2014, 5<sup>th</sup> Grade students decreased MGP in Reading by 8.5% from the previous year.
- In 2014, the overall school MGP in Reading decreased by 5% from the previous year.

### 2014 TCAP MGP DATA SUMMARY WRITING

School by Grade Level	2010		2011		Change 10 to 11	2012		Change 11 to 12	2013		Change 12 to 13	2014		Change 13 to 14
	N	Median	N	Median		N	Median		N	Median		N	Median	
Grade 04	44	34.0	59	32.0	-2.0	46	42.0	10.0	66	37.0	-5.0	72	55.5	18.5
Grade 05	55	46.0	51	42.0	-4.0	54	49.0	7.0	61	53.0	4.0	71	62.0	9.0
Grade 06	41	79.0	61	59.0	-20.0	*	*	*	*	*	*	*	*	*
Grade 07	46	60.5	51	63.0	2.5	63	60.0	-3.0	*	*	*	*	*	*
Grade 08	51	58.0	54	74.5	16.5	45	60.0	-14.5	70	58.0	-2.0	*	*	*
<b>Overall</b>	<b>237</b>	<b>58.0</b>	<b>276</b>	<b>57.0</b>	<b>-1.0</b>	<b>208</b>	<b>57.0</b>	<b>0.0</b>	<b>197</b>	<b>51.0</b>	<b>-6.0</b>	<b>143</b>	<b>57.0</b>	<b>6.0</b>

**Summary:**

- In 2014, 4<sup>th</sup> Grade students increased MGP in Writing by 18.5% from the previous year.
- In 2014, 5<sup>th</sup> Grade students increased MGP in Writing by 9% from the previous year.
- In 2014, the overall school MGP in writing increased by 6% from the previous year.

### 2014 TCAP MGP DATA SUMMARY MATH

School by Grade Level	2010		2011		Change 10 to 11	2012		Change 11 to 12	2013		Change 12 to 13	2014		Change 13 to 14
	N	Median	N	Median		N	Median		N	Median		N	Median	
Grade 04	46	43.5	59	64.0	20.5	48	54.5	-9.5	69	54.0	-0.5	72	25.5	-28.5
Grade 05	56	62.5	51	59.0	-3.5	54	52.0	-7.0	62	41.0	-11.0	72	55.0	14.0
Grade 06	41	42.0	61	51.0	9.0	*	*	*	*	*	*	*	*	*
Grade 07	46	68.5	51	86.0	17.5	63	52.0	-34.0	*	*	*	*	*	*
Grade 08	51	71.0	54	75.5	4.5	45	92.0	16.5	68	75.0	-17.0	*	*	*
<b>Overall</b>	<b>240</b>	<b>57.5</b>	<b>276</b>	<b>64.0</b>	<b>6.5</b>	<b>210</b>	<b>57.0</b>	<b>-7.0</b>	<b>199</b>	<b>55.0</b>	<b>-2.0</b>	<b>144</b>	<b>38.0</b>	<b>-17.0</b>

**Summary:**

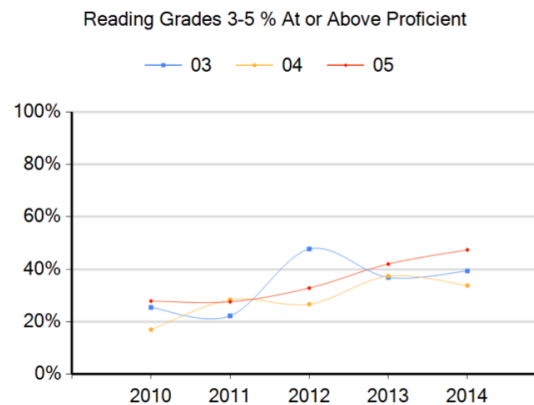
- In 2014, 4<sup>th</sup> Grade students decreased MGP in Math by 28.5% from the previous year.
- In 2014, 5<sup>th</sup> Grade students increased MGP in Math by 14% from the previous year.
- In 2014, the overall school MGP in Math decreased by 17% from the previous year.

### TCAP READING STATUS

	2010	2011	Change	2012	Change	2013							Change	2014							Change	Current
	% At or Above	% At or Above	2010 to 2011	% At or Above	2011 to 2012	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	2012 to 2013	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	2013 to 2014	Trend
<b>Cole Arts and Science Academy - Reading</b>																						
Grade 03	25 %	22 %	-3 %	48 %	26 %	76	0 %	32 %	32 %	37 %	0 %	37 %	-11 %	61	0 %	16 %	44 %	39 %	0 %	39 %	2 %	↑ 1
Grade 04	17 %	28 %	11 %	27 %	-1 %	75	0 %	19 %	44 %	37 %	0 %	37 %	10 %	77	0 %	23 %	43 %	34 %	0 %	34 %	-3 %	↓ 1
Grade 05	28 %	28 %	0 %	33 %	5 %	69	0 %	29 %	29 %	36 %	6 %	42 %	9 %	78	0 %	21 %	32 %	47 %	0 %	47 %	5 %	↑ 3
Grade 06	45 %	27 %	-18 %	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	
Grade 07	35 %	34 %	-1 %	31 %	-3 %	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	
Grade 08	25 %	42 %	17 %	42 %	0 %	75	0 %	23 %	48 %	28 %	1 %	29 %	-13 %	0	*a	*a	*a	*a	*a	*a	*a	
Overall	29 %	30 %	1 %	36 %	6 %	295	0 %	25 %	38 %	35 %	2 %	36 %	0 %	216	0 %	20 %	39 %	40 %	0 %	40 %	4 %	↑ 1

**Summary:**

- In 2014, 3<sup>rd</sup> Grade and 5<sup>th</sup> Grade increased proficiency level in TCAP Reading Status by 2% and 5% respectively.
- In 2014, 4<sup>th</sup> grade growth in TCAP Reading Status decreased proficiency level by 3%.
- In 2014, the overall increased proficiency level in TCAP Reading Status is 4%.

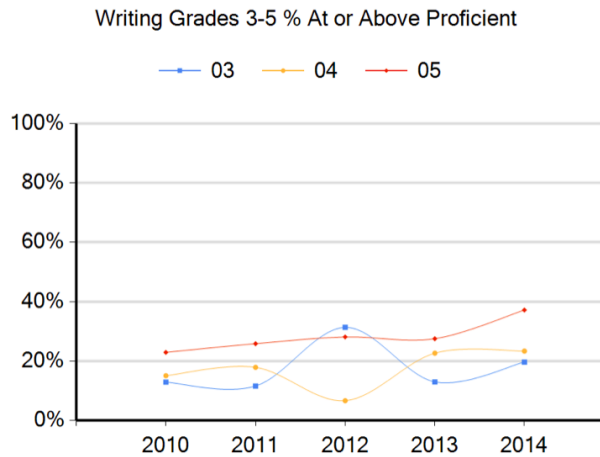


### TCAP WRITING STATUS

	2010	2011	Change	2012	Change	2013						Change	2014						Change	Current		
	% At or Above	% At or Above	2010 to 2011	% At or Above	2011 to 2012	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	2012 to 2013	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	2013 to 2014	Trend
<b>Cole Arts and Science Academy - Writing</b>																						
Grade 03	13 %	12 %	-1 %	31 %	19 %	77	0 %	16 %	71 %	13 %	0 %	13 %	-18 %	61	0 %	13 %	67 %	18 %	2 %	20 %	7 %	↑ 1
Grade 04	15 %	18 %	3 %	7 %	-11 %	75	0 %	5 %	72 %	21 %	1 %	23 %	16 %	77	0 %	10 %	66 %	23 %	0 %	23 %	0 %	↔ 1
Grade 05	23 %	26 %	3 %	28 %	2 %	69	0 %	12 %	61 %	26 %	1 %	28 %	0 %	78	0 %	6 %	56 %	33 %	4 %	37 %	9 %	↑ 1
Grade 06	33 %	26 %	-7 %	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	
Grade 07	17 %	36 %	19 %	32 %	-4 %	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	
Grade 08	14 %	26 %	12 %	40 %	14 %	75	0 %	4 %	72 %	23 %	1 %	24 %	-16 %	0	*a	*a	*a	*a	*a	*a	*a	
Overall	19 %	23 %	4 %	28 %	5 %	296	0 %	9 %	69 %	21 %	1 %	22 %	-6 %	216	0 %	10 %	63 %	25 %	2 %	27 %	5 %	↑ 1

**Summary:**

- In 2014, 3<sup>rd</sup> Grade and 4<sup>th</sup> Grade increased proficiency level in TCAP Writing by 7% and 9% respectively.
- In 2014, 4<sup>th</sup> Grade growth in TCAP Writing held a steady proficiency level at 23%.
- In 2014, the overall increased proficiency level in TCAP Writing is 5%.



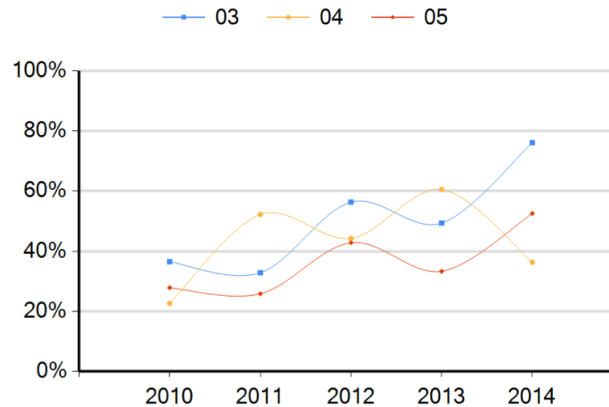
### TCAP MATH STATUS

	2010	2011	Change	2012	Change	2013						Change	2014						Change	Current Trend		
	% At or Above	% At or Above	2010 to 2011	% At or Above	2011 to 2012	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	2012 to 2013	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.		% At or Above	2013 to 2014
<b>Cole Arts and Science Academy - Math</b>																						
Grade 03	37 %	33 %	-4 %	56 %	23 %	79	0 %	11 %	39 %	37 %	13 %	49 %	-7 %	67	0 %	7 %	16 %	54 %	22 %	76 %	27 %	↑ 1
Grade 04	23 %	52 %	29 %	44 %	-8 %	76	0 %	8 %	32 %	53 %	8 %	61 %	17 %	77	0 %	22 %	42 %	31 %	5 %	36 %	-25 %	↓ 1
Grade 05	28 %	26 %	-2 %	43 %	17 %	69	0 %	16 %	51 %	29 %	4 %	33 %	-10 %	78	1 %	12 %	35 %	45 %	8 %	53 %	20 %	↑ 1
Grade 06	14 %	23 %	9 %	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	
Grade 07	25 %	36 %	11 %	13 %	-23 %	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	
Grade 08	14 %	30 %	16 %	41 %	11 %	74	3 %	41 %	43 %	7 %	7 %	14 %	-27 %	0	*a	*a	*a	*a	*a	*a	*a	
Overall	24 %	33 %	9 %	39 %	6 %	298	1 %	19 %	41 %	32 %	8 %	40 %	1 %	222	0 %	14 %	32 %	43 %	11 %	54 %	14 %	↑ 5

**Summary:**

- In 2014, Third Grade increased proficiency level in TCAP Math by 27%.
- In 2014, Fourth Grade decreased proficiency level in TCAP Math by 25%.
- In 2014, Fifth Grade increased proficiency level in TCAP Math by 27%.
- In 2014, the overall increased in proficiency level in TCAP Math is 14%.

Math Grades 3-5 % At or Above Proficient



School Code: 1785

School Name: COLE ARTS AND SCIENCE ACADEMY



**TCAP ETHNICITY GAP SUMMARY**

Content	Reading				Writing				Math			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
<b>Ethnicity</b>												
<b>Black</b>	32%	35%	29%	36%	26%	29%	18%	15%	29%	36%	33%	44%
<b>Hispanic</b>	27%	31%	34%	38%	21%	23%	20%	27%	32%	36%	39%	54%
<b>Multi-Races</b>	67%	60%	75%	71%	58%	60%	38%	43%	50%	70%	75%	57%
<b>White</b>	41%	88%	91%	62%	35%	64%	53%	62%	53%	87%	82%	77%

**Summary:**

- The average proficiency level of the White-Americans students from 2011 -2014 is 66.25%. This consistently shows that they are the highest proficiency level across all content area.
- The average proficiency level of the African-American students from 2011 -2014 is 30.17%. This shows that they have the lowest proficiency level across all content areas
- The difference between the average proficiency level of the White-American and the Multi-race students is 5.92%. This shows that the gap between the two ethnicities is not significant.
- The difference between the averages proficiency level of the African American and Hispanic students is 4.33%. This shows that the gap between the two ethnicities is not significant.
- The difference of the averages the proficiency level of the White-Americans (66.25%) and Multi-race students (60.33%) and the African – American (30.17%) and Hispanic (34.5%) students is significant.

**TCAP ENGLISH LANGUAGE LEARNERS GAP SUMMARY**

Content	Reading				Writing				Math			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
<b>ELL</b>	8%	21%	28%	26%	10%	15%	14%	17%	23%	34%	41%	52%
<b>Non ELL</b>	37%	44%	39%	46%	27%	34%	24%	26%	26%	41%	36%	52%
<b>Exited ELL</b>	63%	74%	79%	74%	49%	65%	63%	67%	45%	55%	47%	70%

**Summary:**

- The average proficiency level of the students who were exited in the ELL Program from 2011 -2014 is 62.58%. This consistently shows that they are the highest proficiency level across all content area.
- The average proficiency level of the students who were in the ELL Program from 2011 -2014 is 32.92%. This shows that they have the lowest proficiency level across all content areas.
- The average proficiency level of the students who were not in the ELL Program from 2011 -2014 is 36%.
- This shows that the gap
- The difference between the average proficiency level of the ELL and the Non – ELL students is 3.08%. The shows that the gap is not significant.
- The difference between the average proficiency level of the ELL and the Non – ELL students as compared to the students who were exited in the ELL program shows a significant gap.

**TCAP GENDER GAP SUMMARY**

Content	Reading				Writing				Math			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
<b>Male</b>	27%	27%	30%	34%	66%	18%	12%	17%	32%	36%	41%	50%
<b>Female</b>	33%	44%	42%	48%	30%	37%	31%	39%	34%	42%	38%	58%

**Summary:**

- The average proficiency level of the female students from 2011 -2014 is 39.67%. This consistently shows that they are the highest proficiency level across all content area.
- The average proficiency level of the male students from 2011 -2014 is 32.5%. This shows that they have the lowest proficiency level across all content areas.
- The difference between the average proficiency level of the female and male 7.17%. The shows that there is a significant gap between the proficiency level of the female and male students across the content areas.

**TCAP FREE AND REDUCED LUNCH GAP SUMMARY**

Content	Reading				Writing				Math			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
<b>FRL</b>	28%	35%	36%	38%	21%	27%	21%	25%	33%	38%	39%	53%
<b>Non FRL</b>	56%	56%	55%	71%	60%	38%	45%	53%	36%	50%	55%	71%

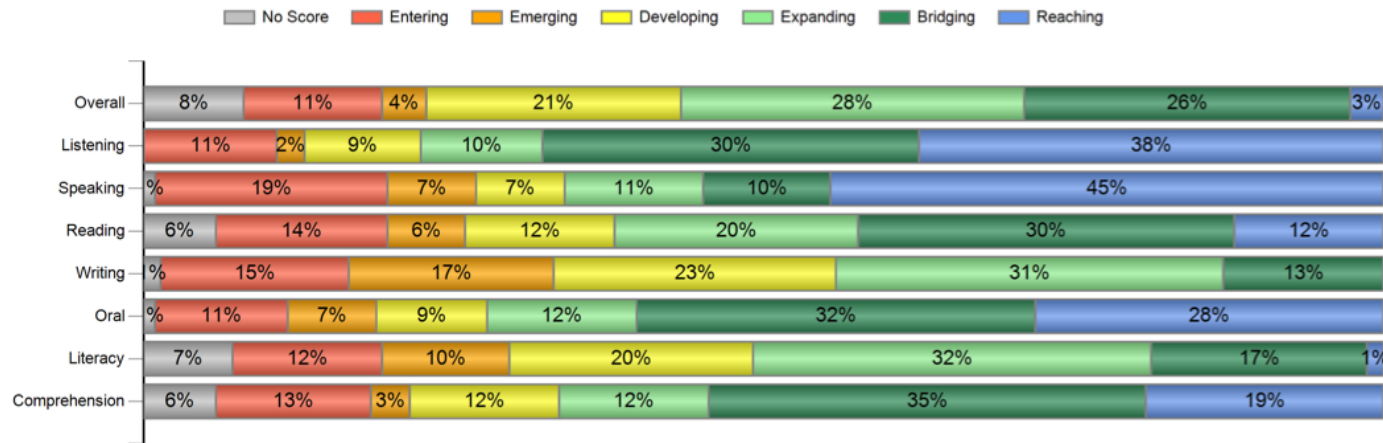
**Summary:**

- The average proficiency level of the Non FRL students from 2011 -2014 is 53.83%. This consistently shows that they are the highest proficiency level across all content area.
- The average proficiency level of the FRL students from 2011 -2014 is 32.83%. This shows that they have the lowest proficiency level across all content areas.
- The difference between the average proficiency level of the female and male 21%. The shows that there is a significant gap between the proficiency level of the Non FRL and FRL students across the content areas.

WIDA

Measure	Total	No Score (NS)		Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)		Bridging & Reaching (5+)		Progress Bar
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Overall	224	18	8 %	25	11 %	8	4 %	46	21 %	62	28 %	59	26 %	6	3 %	65	29 %	
Listening	224	0	0 %	24	11 %	5	2 %	21	9 %	22	10 %	68	30 %	84	38 %	152	68 %	
Speaking	224	2	1 %	42	19 %	16	7 %	16	7 %	25	11 %	23	10 %	100	45 %	123	55 %	
Reading	224	13	6 %	31	14 %	14	6 %	27	12 %	44	20 %	68	30 %	27	12 %	95	42 %	
Writing	224	3	1 %	34	15 %	37	17 %	51	23 %	70	31 %	29	13 %	0	0 %	29	13 %	
Oral	224	2	1 %	24	11 %	16	7 %	20	9 %	27	12 %	72	32 %	63	28 %	135	60 %	
Literacy	224	16	7 %	27	12 %	23	10 %	44	20 %	72	32 %	39	17 %	3	1 %	42	19 %	
Comprehension	224	13	6 %	28	13 %	7	3 %	27	12 %	27	12 %	79	35 %	43	19 %	122	54 %	

Kindergarten scores based on ACCOUNTABILITY ONLY



Cole Arts and Science Academy - 188 Overall by Grade

Grade	2010		2011		10 to 11 Change		11 to 12 Change		2013							12 to 13 Change		2014							13 to 14 Change
	Level 5*	Level 5*	Level 5*	Level 5*	Level 5*	Total**	NS	Level 1	Level 2	Level 3	Level 4	Level 5*	Level 6*	Level 5+6*	Level 5*	Total**	NS	Level 1	Level 2	Level 3	Level 4	Level 5*	Level 6*	Level 5+6*	Level 5+6*
K	0%	0%	0%	0%	0%	32	0%	66%	9%	13%	9%	3%	0%	3%	3%	39	3%	64%	10%	15%	3%	5%	0%	5%	2%
01	0%	0%	0%	0%	0%	48	0%	13%	38%	44%	6%	0%	0%	0%	37	35%	0%	5%	35%	19%	5%	0%	5%	5%	
02	3%	0%	-3%	2%	2%	37	0%	3%	14%	57%	24%	3%	0%	3%	1%	46	4%	0%	4%	37%	35%	17%	2%	20%	16%
03	0%	0%	0%	2%	2%	51	29%	2%	0%	12%	27%	27%	2%	29%	27%	36	0%	0%	0%	11%	33%	44%	11%	56%	26%
04	0%	6%	6%	0%	-6%	49	0%	0%	0%	12%	45%	27%	16%	43%	43%	35	6%	0%	0%	9%	29%	54%	3%	57%	14%
05	8%	10%	2%	6%	-4%	30	0%	0%	3%	33%	43%	17%	3%	20%	14%	31	0%	0%	0%	10%	52%	39%	0%	39%	19%
06	20%	4%	-16%	0%	-4%	0	NaN	NaN	NaN	NaN	NaN	0%	0%	0%	0%	0	NaN	NaN	NaN	NaN	NaN	0%	0%	0%	0%
07	13%	15%	2%	14%	-1%	0	NaN	NaN	NaN	NaN	NaN	0%	0%	0%	-14%	0	NaN	NaN	NaN	NaN	NaN	0%	0%	0%	0%
08	10%	17%	7%	35%	18%	23	0%	0%	4%	35%	43%	17%	0%	17%	-18%	0	NaN	NaN	NaN	NaN	NaN	0%	0%	0%	-17%
Total	4%	4%	0%	5%	1%	270	6%	11%	10%	28%	27%	14%	4%	18%	17%	224	8%	11%	4%	21%	28%	26%	3%	29%	11%

District Overall by Grade

K	0%	0%	0%	0%	0%	2979	0%	68%	12%	10%	5%	3%	0%	3%	3%	3124	1%	68%	11%	11%	6%	3%	0%	3%	0%
01	1%	1%	0%	2%	1%	3218	1%	6%	31%	48%	11%	3%	1%	4%	2%	3171	3%	3%	29%	44%	14%	6%	1%	7%	3%
02	3%	2%	-1%	3%	1%	3133	0%	3%	15%	46%	24%	10%	2%	12%	9%	3207	3%	2%	16%	34%	26%	16%	3%	19%	7%
03	6%	7%	1%	8%	1%	2895	1%	1%	5%	23%	37%	22%	11%	33%	25%	3152	3%	0%	3%	13%	29%	37%	15%	52%	19%
04	6%	9%	3%	11%	2%	2645	1%	1%	4%	18%	37%	26%	13%	39%	28%	2449	1%	0%	4%	15%	33%	36%	11%	47%	8%
05	12%	14%	2%	17%	3%	2289	1%	1%	4%	18%	35%	27%	14%	41%	24%	2273	1%	1%	3%	14%	28%	37%	16%	53%	12%
Total	4%	5%	1%	6%	1%	17159	1%	14%	13%	28%	24%	14%	6%	20%	19%	17376	2%	13%	12%	23%	22%	21%	7%	28%	8%

Innovation Schools Overall by Grade

K	0%	0%	0%	0%	0%	260	0%	67%	14%	10%	5%	4%	0%	4%	4%	301	1%	66%	12%	14%	4%	2%	0%	2%	-2%
01	0%	3%	3%	1%	-2%	306	2%	10%	34%	43%	7%	2%	2%	4%	3%	294	10%	2%	23%	41%	15%	8%	1%	9%	5%
02	3%	1%	-2%	3%	2%	247	0%	3%	17%	49%	19%	9%	2%	12%	8%	314	2%	3%	19%	33%	24%	16%	4%	20%	9%
03	5%	3%	-2%	5%	2%	208	7%	1%	4%	23%	35%	23%	7%	30%	25%	268	2%	0%	3%	12%	26%	42%	15%	57%	27%
04	1%	5%	4%	5%	0%	235	1%	0%	4%	25%	38%	24%	8%	32%	27%	209	3%	0%	2%	13%	29%	44%	9%	53%	21%
05	10%	12%	2%	13%	1%	167	0%	2%	2%	19%	46%	26%	5%	32%	18%	198	1%	0%	1%	14%	34%	40%	11%	51%	20%
Total	3%	4%	1%	4%	0%	1423	2%	15%	14%	29%	22%	13%	4%	17%	17%	1584	3%	14%	11%	22%	21%	23%	6%	29%	12%

\*Level 5+ is considered English Proficient  
\*\* Red text indicates areas of concern

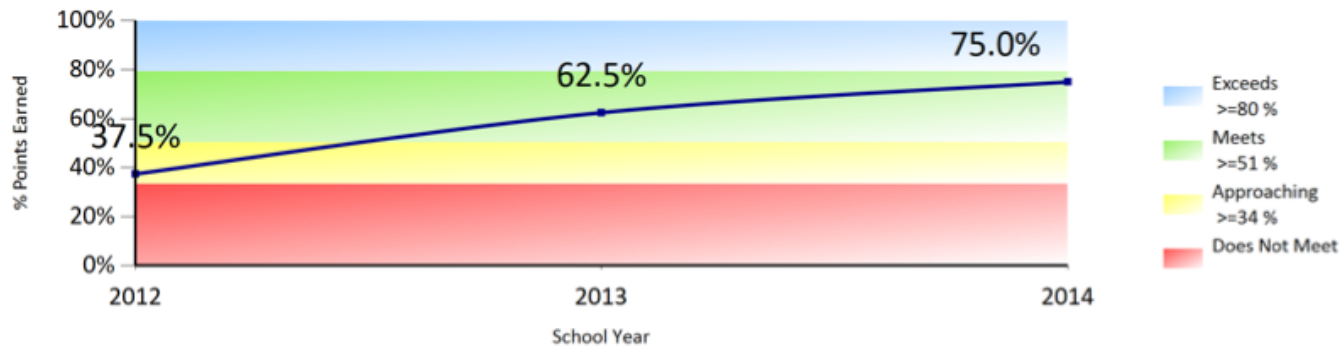
Summary:

The comparison for ELLs in 2013 to the previous school year was somewhat difficult given that the test used to measure English development changed from the CELA to the WIDA Access exam. The number of second language learners (279 students) achieving the highest level on both exams did not change significantly between 2012 and 2013. Overall ELLs are making progress in listening, speaking, and reading. The area of growth is in writing. The highest percentages of second language learners are in the “developing” “expanding” and “bridging ranges. Please see charts above for details.

## Student Engagement and Enrollment

### Enrollment

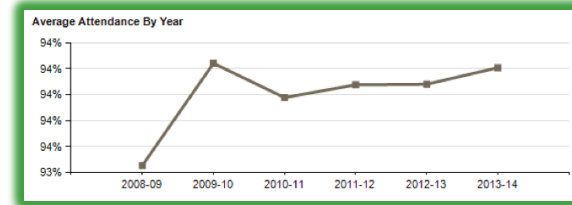
#### Enrollment



	Approaching	Meets	Meets
	2012	2013	2014
% Points Earned	37.5%	62.5%	75.0%
Points Earned	3	5	3
Points Possible	8	8	4

### Student Engagement

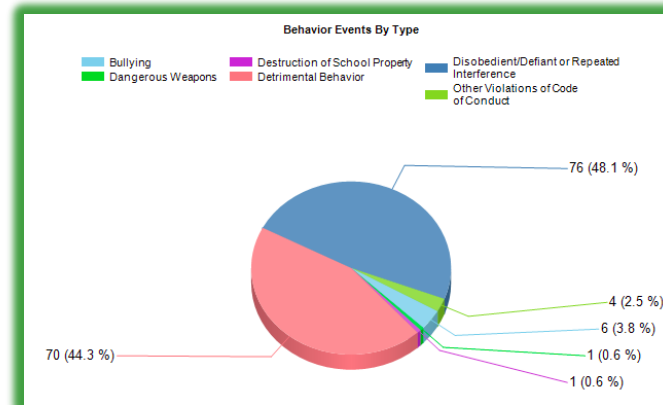
Grade	All Grades	00	01	02	03	04	05	06	07
2005-06	79.7%								
2006-07	81.2%								
2007-08	84.3%								
2008-09	86.5%	91.7%	92.6%	92.8%	94.1%	94.2%	93.4%	95.8%	94.8%
2009-10	87.6%	93.0%	93.5%	94.0%	94.6%	94.6%	93.9%	96.5%	95.0%
2010-11	90.2%	92.9%	93.1%	93.8%	95.0%	94.5%	94.9%	96.1%	93.4%
2011-12	89.1%	91.8%	94.2%	94.5%	95.6%	94.9%	94.4%		93.8%
2012-13	89.5%	93.9%	92.7%	95.3%	95.4%	94.9%	95.5%		
2013-14	89.4%	93.4%	93.1%	94.4%	96.1%	95.1%	95.0%		



Summary: CASA has fairly high student attendance. In a population of 563 students in 2012-2013 (note: this, and all attendance data includes 8th grade students along with ECE-5th Grade), the school achieved a 94.01% attendance rate and a 3.24% tardy rate. 337 students were present over 95% of the time, while 110 students were absent more than 10 % of the time. Attendance average has remained fairly steadily around the 94% range over the past few years. The attendance rates were lowest in ECE and K on Mondays. The school employs a family liaison who visits the homes of students with chronic attendance problems and works to build relationships with the family to encourage attendance. This system seems to work well, and helps keep attendance high while building the CASA community. CASA has set an attendance goal of 95% for the 2013-2014 school year.

### Student Discipline

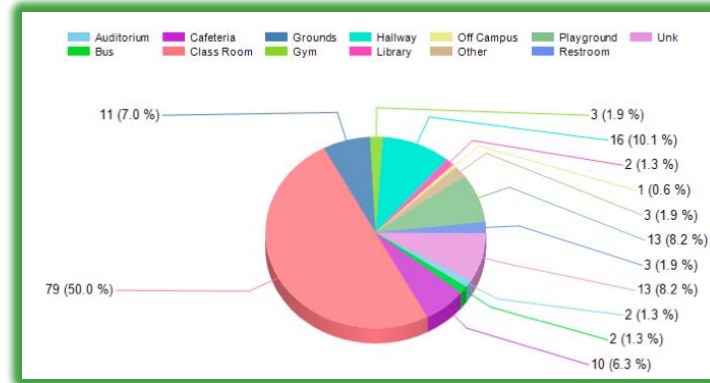
Behavior Event Type	2013-14
Disobedient/Defiant or Repeated Interference	76
Detrimental Behavior	70
Bullying	6
Other Violations of Code of Conduct	4
Dangerous Weapons	1
Destruction of School Property	1



Summary: This figures shows that the top two behaviors that cause student discipline are disobedient/defiant or repeated interference (76 reported incidents) and detrimental behavior (70 reported incidents). It also shows that the least behavioral concerns are dangerous weapons and destruction of the school property as

having one incident reported for both.

Behavior Location	Event Count
Class Room	79
Hallway	16
Playground	13
Unk	13
Grounds	11
Cafeteria	10
Gym	3
Other	3
Restroom	3
Auditorium	2
Bus	2
Library	2
Off Campus	1



Summary: This figures show that most of the behavioral incidents happen in the classroom (79 reported incidents) Others occur in places where students have minimal supervision or locations where they have interactions with other classes or grade levels such as bathroom, hallway, cafeteria and playground.

### Suspension Rate

Summary: CASA saw a huge drop in student suspensions from 2011-2012 to 2013-2014. Suspensions dropped from 80 to 28 over those two years, a positive sign and a good direction for the school. In 2012-2013 there were only 6 total ISS, which was a 94% reduction. There were 454 total disciplinary referrals, which equals roughly a 50% reduction. The school also so a reduction in disproportionality for African American students in discipline from roughly 59% to 31% of referrals, despite their population remaining consistently around 20% of our student body for each of the past two years.



## Student Perception

### Cole Arts and Science Academy

The following is a summary of the overall data by category of Cole Arts and Science Academy's student and parent School Satisfaction Surveys.  
The grade 3-5 survey was scored on a 2-point scale with responses being No / Yes.  
The grade 6-8 and 9-12 survey was scored on a 4-point scale with responses being Strongly Disagree / Disagree / Agree / Strongly Agree.

#### Grade 3-5 Students Summary by Category

	2012				2013				2014				School 13 to 14 Change	District 13 to 14 Change
	Respon se Rate	Max N Respond	Average School %	Average Dist % Pos	Respon se Rate	Max N Respond	Average School %	Average Dist % Pos	Respon se Rate	Max N Respond	Average School %	Average Dist % Pos		
Overall	95%	193	82%	86%	83%	197	83%	86%	84%	196	83%	85%	0%	-1%
General		193	75%	84%	197	78%	83%	195	75%	82%			-3%	-1%
Academics		193	91%	90%	197	88%	89%	196	87%	89%			-1%	0%
Safety		193	83%	88%	196	85%	88%	194	86%	87%			0%	-1%
Culture General		192	72%	80%	195	76%	80%	195	77%	79%			1%	-1%

#### Summary:

This data shows that students from year 2011 -2014 have a steady rate on the overall student satisfaction. Notice that students rated Academics and Safety as their highest satisfaction indicators from 2011 - 2014 school years. This shows that students receive support and feedback from teachers, which allows them to acquire better mastery of learning. Also, notice that Culture was rated the lowest for 2012-2013 and has a 1% increase for the year 2014.

**Parent Perception**

**Cole Arts and Science Academy**

2014				
Category	Response Rate	N Respond	School % Pos	District % Pos Resp
Overall	72%	264	79%	78%
General		259	74%	77%
Involvement Opportunities		262	81%	78%
Communication		263	73%	71%
Academics		257	84%	83%
School Environment		263	81%	83%

The parent survey was scored on a 5-point scale.

**Summary:**

Overall, CASA parents demonstrate a high level of satisfaction in comparison to the overall district data. Parents at CASA rated Academics as the highest for the quality of instruction, support and resources provided to the students and the families. Communication was rated as the lowest, and parents may need more support in valuing diversity, enhancing community involvement and liaisons for addressing parent concerns.

### Teacher Satisfaction

<ul style="list-style-type: none"> <li>I am aware of the top priorities for DPS.</li> </ul>	<ul style="list-style-type: none"> <li>I can see a clear link between my work and the top DPS priorities.</li> <li>I enjoy working with my peers.</li> <li>I am aware of the new DPS Shared Core Values.</li> <li>My supervisor efficiently and effectively addresses poor performance.</li> <li>My job has a positive impact on DPS.</li> <li>I believe in the DPS Shared Core Values.</li> <li>The people I work with are willing to help each other, even if it means doing something outside their usual activities.</li> <li>School or Department Shared Core Value - Fun</li> <li>I receive feedback from my direct supervisor that is helpful in improving my job performance.</li> </ul>	<ul style="list-style-type: none"> <li>I enjoy my work at DPS.</li> <li>I feel valued and appreciated by my direct supervisor.</li> <li>School or Department Shared Core Value - Integrity</li> <li>School or Department Shared Core Value - Collaboration</li> <li>I am proud to tell people I work for Denver Public Schools.</li> <li>My direct supervisor regularly recognizes strong performance.</li> <li>On our team we feel responsible for each other's success.</li> <li>School or Department Shared Core Value - Students First</li> <li>My direct supervisor is interested in me as a person.</li> <li>School or Department Shared Core Value - Equity</li> <li>I would recommend DPS to others as a good place to work.</li> <li>School or Department Shared Core Value - Accountability</li> <li>Employees in my school or department willingly provide candid and direct feedback to each other.</li> </ul>
<ul style="list-style-type: none"> <li>The communication within our school or department allows our team to understand how our efforts align with the district priorities.</li> </ul>	<ul style="list-style-type: none"> <li>I am aware of the top priorities for my school or department.</li> <li>I have the opportunity for personal development and growth at DPS.</li> <li>I go above and beyond my day-to-day responsibilities to ensure my job gets done right.</li> <li>I am involved in decisions that affect my work.</li> <li>I take the initiative to make improvements and advance new ideas to make my team better.</li> <li>I have a clear understanding of what is expected of me at work.</li> <li>I find my job to be challenging and interesting.</li> </ul>	<ul style="list-style-type: none"> <li>My direct supervisor is effective at providing the information and communication I need to do my job effectively.</li> <li>I have the tools necessary to do my job effectively.</li> <li>My direct supervisor is an effective leader.</li> <li>I am recognized for the contributions I make to my team.</li> <li>Our school or department celebrates our shared successes.</li> </ul>

**Summary:**

Overall, this data would suggest that CASA teachers generally like their jobs and enjoy working at the school. They respect supervisors and feel that in general, they are well cared for. The school should ensure that all teachers are supported in job performance and improvement.

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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year’s plan)	Performance in 2013-14? 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)	By the end of the 2013- 2014 school year, the percent of students’ proficient or advanced on the writing TCAP will increase 10% from 22% to 32%.	<p>Writing: In 2013-2014, the TCAP student proficiency level increased by 5% from 22% to 27%.</p> <p>NOT MET: The target of 10 % increase in student proficiency level is short by 5%.</p>	<p><b>School Culture:</b></p> <ol style="list-style-type: none"> <li>1. Inconsistent teacher support for coaching and evaluations.</li> <li>2. Lack of focus on rigor and differentiation of instruction in the classroom.</li> <li>3. Lack of schoolwide systems for transitioning and supporting the English Language Learners.</li> <li>4. Lack of schoolwide systems for interventions for Reading, Writing and Math.</li> <li>5. Lack of technological resources to support learning.</li> </ol> <p><b>Effective Instruction:</b></p> <ol style="list-style-type: none"> <li>1. Inconsistent teacher support for coaching and evaluations.</li> <li>2. Lack of focus on rigor and differentiation of instruction in the classroom.</li> <li>3. Lack of schoolwide systems for</li> </ol>
Academic Growth	<p>Reading: By the end of the 2013-14 school year, the Median Student Growth Percentile in reading will be 60 or more.</p> <p>Writing: By the end of the 2013-14 school year, the Median Student Growth Percentile in math will be 60 or more.</p> <p>Math: By the end of the 2013-14 school year, the Median Student</p>	<p>Reading: In 2013-2014, the TCAP student median growth percentile decreased by 5% from 52% to 47%.</p> <p>NOT MET: The target of 60 % on the student median growth percentile is short by 13%.</p> <p>Writing: In 2013-2014, the TCAP student median growth percentile increased by 6% from 51% to 57%.</p>	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Growth Percentile in writing for all sub groups will be 60 or more.	NOT MET: The target of 60 % increase in student median growth percentile is short by 3%.	transitioning and supporting the English Language Learners. 4. Lack of schoolwide systems for interventions for Reading, Writing and Math. 5. Lack of technological resources to support learning.  <b>Data Driven Instruction</b> 1. Lack of rigorous assessments aligned to the Common Core Standards. 2. Inconsistent systems and structures of data team meetings characterized by the irregularities of the data analysis and action planning protocol. 3. Insufficient time for instructional planning, implementation, assessment and action planning.
		Math: In 2013-2014, the TCAP student median growth percentile decreased by 17% from 55% to 38%.	
Academic Growth Gaps	By the end of the 2013-14 school year, the Median Student Growth Percentile in writing for all sub groups will be 60 or more.	Writing: In 2013-2014, the TCAP student median growth percentile decreased by 5% from 52% to 47%.  NOT MET: The target of 60 % on the student median growth percentile is short by 13%.	
Postsecondary & Workforce Readiness	Not applicable		

**Worksheet #2: Data Analysis**

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p><b>Reading Status</b></p> <ul style="list-style-type: none"> <li>In 2014, 3<sup>rd</sup> Grade and 5<sup>th</sup> Grade increased proficiency level in TCAP Reading Status by 2% and 5% respectively.</li> <li>In 2014, 4<sup>th</sup> grade growth in TCAP Reading Status decreased proficiency level by 3%.</li> <li>In 2014, the overall increased proficiency level in TCAP Reading Status is 4%.</li> </ul> <p><b>Writing Status</b></p> <ul style="list-style-type: none"> <li>In 2014, 3<sup>rd</sup> Grade and 4<sup>th</sup> Grade increased proficiency level in TCAP Writing by 7% and 9% respectively.</li> <li>In 2014, 4<sup>th</sup> Grade growth in TCAP Writing held a steady proficiency level at 23%.</li> <li>In 2014, the overall increased proficiency level in TCAP Writing is 5%.</li> </ul> <p><b>Math Status</b></p> <ul style="list-style-type: none"> <li>In 2014, Third Grade increased</li> </ul>	<p><b>Reading Status:</b> The overall increased in the TCAP Reading Status of 4% from 36% to 40% is not sufficient to meet the goal of 10% increase on the students’ proficiency level in Reading.</p> <p><b>Writing Status:</b> The overall increased in the TCAP Writing Status of 5% from 22% to 27% is not sufficient to meet the goal of 10% increase on the students’ proficiency level in Writing.</p> <p><b>Math Status:</b> The overall increased</p>	<p><b>School Culture:</b></p> <ol style="list-style-type: none"> <li>Inconsistent teacher support for coaching and evaluations.</li> <li>Lack of focus on rigor and differentiation of instruction in the classroom.</li> <li>Lack of schoolwide systems for transitioning and supporting the English Language Learners.</li> <li>Lack of schoolwide systems for interventions for Reading, Writing and Math.</li> <li>Lack of technological resources to support learning.</li> </ol> <p><b>Effective Instruction:</b></p> <ol style="list-style-type: none"> <li>Inconsistent teacher support for coaching and evaluations.</li> <li>Lack of focus on rigor and differentiation of instruction in the classroom.</li> <li>Lack of schoolwide systems for transitioning and supporting the English Language Learners.</li> <li>Lack of schoolwide systems for interventions for Reading, Writing and Math.</li> <li>Lack of technological resources to support learning.</li> </ol> <p><b>Data Driven Instruction</b></p> <ol style="list-style-type: none"> <li>Lack of rigorous assessments aligned to the</li> </ol>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>proficiency level in TCAP Math by 27%.</p> <ul style="list-style-type: none"> <li>In 2014, Fourth Grade decreased proficiency level in TCAP Math by 25%.</li> <li>In 2014, Fifth Grade increased proficiency level in TCAP Math by 27%.</li> <li>In 2014, the overall increased in proficiency level in TCAP Writing is 5%.</li> </ul>	<p>in the TCAP Math Status of 14% from 40% to 54% is sufficient to meet the goal of 10% increase on the students' proficiency level in Math. However, the decline in the 4<sup>th</sup> grade Math proficiency level is significantly affected the school's overall status.</p>	<p>Common Core Standards.</p> <ol style="list-style-type: none"> <li>Inconsistent systems and structures of data team meetings characterized by the irregularities of the data analysis and action planning protocol.</li> <li>Insufficient time for instructional planning, implementation, assessment and action planning.</li> </ol>
Academic Growth	<p>Reading Median Growth Percentile</p> <ul style="list-style-type: none"> <li>In 2014, 4<sup>th</sup> Grade students had a steady MGP in Reading at 44% from the previous year.</li> <li>In 2014, 5<sup>th</sup> Grade students decreased MGP in Reading by 8.5% from the previous year.</li> <li>In 2014, the overall school MGP in Reading decreased by 5% from the previous year.</li> </ul> <p>Writing Median Growth Percentile</p> <ul style="list-style-type: none"> <li>In 2014, 4<sup>th</sup> Grade students had a steady MGP in Reading at 44% from the previous year.</li> <li>In 2014, 5<sup>th</sup> Grade students decreased</li> </ul>	<p>Reading Growth: The overall decreased in the TCAP Reading MGP of 5% from 52% to 47% is not sufficient to meet the goal of 60% on the students' Median Growth percentile in Reading.</p> <p>Writing Growth: The overall increased in the TCAP Writing MGP of 6% from 51% to 57% is not sufficient</p>	<p><b>School Culture:</b></p> <ol style="list-style-type: none"> <li>Inconsistent teacher support for coaching and evaluations.</li> <li>Lack of focus on rigor and differentiation of instruction in the classroom.</li> <li>Lack of schoolwide systems for transitioning and supporting the English Language Learners.</li> <li>Lack of schoolwide systems for interventions for Reading, Writing and Math.</li> <li>Lack of technological resources to support learning.</li> </ol> <p><b>Effective Instruction:</b></p> <ol style="list-style-type: none"> <li>Inconsistent teacher support for coaching and evaluations.</li> <li>Lack of focus on rigor and differentiation of instruction in the classroom.</li> <li>Lack of schoolwide systems for transitioning and</li> </ol>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>MGP in Reading by 8.5% from the previous year.</p> <ul style="list-style-type: none"> <li>In 2014, the overall school MGP in Reading decreased by 5% from the previous year.</li> </ul> <p>Math Median Growth Percentile</p> <ul style="list-style-type: none"> <li>In 2014, 4<sup>th</sup> Grade students decreased MGP in Math by 28.5% from the previous year.</li> <li>In 2014, 5<sup>th</sup> Grade students increased MGP in Math by 14% from the previous year.</li> <li>In 2014, the overall school MGP in Math decreased by 17% from the previous year.</li> </ul>	<p>to meet the goal of 60% on the students' Median Growth percentile in Writing.</p> <p>Math Growth: The overall decreased in the TCAP Math MGP of 17% from 57% to 38% is not sufficient to meet the goal of 60% on the students' Median Growth percentile in Reading.</p>	<p>supporting the English Language Learners.</p> <ol style="list-style-type: none"> <li>Lack of schoolwide systems for interventions for Reading, Writing and Math.</li> <li>Lack of technological resources to support learning.</li> </ol> <p><b>Data Driven Instruction</b></p> <ol style="list-style-type: none"> <li>Lack of rigorous assessments aligned to the Common Core Standards.</li> <li>Inconsistent systems and structures of data team meetings characterized by the irregularities of the data analysis and action planning protocol.</li> <li>Insufficient time for instructional planning, implementation, assessment and action planning.</li> </ol>
Academic Growth Gaps	<p>Ethnicity Median Growth Percentile Growth Gaps</p> <ul style="list-style-type: none"> <li>The average proficiency level of the White-Americans students from 2011 - 2014 is 66.25%. This consistently shows that they are the highest proficiency level across all content area.</li> <li>The average proficiency level of the African-American students from 2011 - 2014 is 30.17%. This shows that they have the lowest proficiency level across all content areas</li> <li>The difference between the average proficiency level of the White-American and the Multi-race students is 5.92%. This shows that the gap between the two ethnicities is not significant.</li> </ul>		<p><b>School Culture:</b></p> <ol style="list-style-type: none"> <li>Inconsistent teacher support for coaching and evaluations.</li> <li>Lack of focus on rigor and differentiation of instruction in the classroom.</li> <li>Lack of schoolwide systems for transitioning and supporting the English Language Learners.</li> <li>Lack of schoolwide systems for interventions for Reading, Writing and Math.</li> <li>Lack of technological resources to support learning.</li> </ol> <p><b>Effective Instruction:</b></p> <ol style="list-style-type: none"> <li>Inconsistent teacher support for coaching and evaluations.</li> <li>Lack of focus on rigor and differentiation of instruction in the classroom.</li> </ol>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<ul style="list-style-type: none"> <li>The difference between the averages proficiency level of the African American and Hispanic students is 4.33%. This shows that the gap between the two ethnicities is not significant.</li> <li>The difference of the averages the proficiency level of the White-Americans (66.25%) and Multi-race students (60.33%) and the African – American (30.17%) and Hispanic (34.5%) students is significant.</li> </ul> <p>English Language Learners Median Growth Percentile Growth Gaps</p> <ul style="list-style-type: none"> <li>The average proficiency level of the students who were exited in the ELL Program from 2011 -2014 is 62.58%. This consistently shows that they are the highest proficiency level across all content area.</li> <li>The average proficiency level of the students who were in the ELL Program from 2011 -2014 is 32.92%. This shows that they have the lowest proficiency level across all content areas.</li> <li>The average proficiency level of the students who were not in the ELL Program from 2011 -2014 is 36%.</li> <li>This shows that the gap</li> <li>The difference between the average proficiency level of the ELL and the Non – ELL students is 3.08%. The shows that</li> </ul>		<ol style="list-style-type: none"> <li>Lack of schoolwide systems for transitioning and supporting the English Language Learners.</li> <li>Lack of schoolwide systems for interventions for Reading, Writing and Math.</li> <li>Lack of technological resources to support learning.</li> </ol> <p><b>Data Driven Instruction</b></p> <ol style="list-style-type: none"> <li>Lack of rigorous assessments aligned to the Common Core Standards.</li> <li>Inconsistent systems and structures of data team meetings characterized by the irregularities of the data analysis and action planning protocol.</li> <li>Insufficient time for instructional planning, implementation, assessment and action planning.</li> </ol>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>the gap is not significant.</p> <ul style="list-style-type: none"> <li>The difference between the average proficiency level of the ELL and the Non – ELL students as compared to the students who were exited in the ELL program shows a significant gap.</li> </ul> <p>Gender Median Growth Percentile Growth Gaps</p> <ul style="list-style-type: none"> <li>The average proficiency level of the female students from 2011 -2014 is 39.67%. This consistently shows that they are the highest proficiency level across all content area.</li> <li>The average proficiency level of the male students from 2011 -2014 is 32.5%. This shows that they have the lowest proficiency level across all content areas.</li> <li>The difference between the average proficiency level of the female and male 7.17%. The shows that there is a significant gap between the proficiency level of the female and male students across the content areas.</li> </ul> <p>Free and Reduced Lunch Median Growth Percentile Growth Gaps</p> <ul style="list-style-type: none"> <li>The average proficiency level of the Non FRL students from 2011 -2014 is 53.83%. This consistently shows that they are the highest proficiency level across all content area.</li> <li>The average proficiency level of the FRL</li> </ul>		

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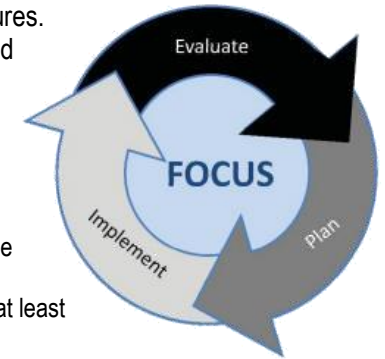
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>students from 2011 -2014 is 32.83%. This shows that they have the lowest proficiency level across all content areas.</p> <ul style="list-style-type: none"> <li>The difference between the average proficiency level of the female and male 21%. The shows that there is a significant gap between the proficiency level of the Non FRL and FRL students across the content areas.</li> </ul>		
Postsecondary & Workforce Readiness	Not Applicable		

## 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. 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
			2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	By the end of the 2014- 2015 school year, the percent of students' proficient or advanced on the Reading TCAP will increase 10% from 47% to 57%.		<p>To ensure that we are making interim progress toward our reading median growth percentile, we will use the following tools to measure reading proficiency:                      CCSS Interim Reading Exam: 6 times a year.                      DRA II/EDL (administered pre, mid, and post to K to 8<sup>th</sup> grade students)                      Dibels Benchmark Assessment (administered pre, mid, and post to K to 5<sup>th</sup> grade students)                      TS Gold for ECE students (Measured each trimester).                      Dibels Progress Monitoring Assessments (administered every 2-3 weeks for students receiving strategic reading intervention)</p> <p><b>Milestones:</b></p> <ol style="list-style-type: none"> <li>1. 75% of ECE to 5th grade students will obtain 80% proficient or advance on the CCSS Reading Interim exam.</li> <li>2. 80% of K-5<sup>th</sup> grade students will increase 1.5 grade-level equivalence from the pre to post DRA II or EDL (Independent Levels).</li> <li>3. 75% of students scoring strategic on the beginning of the year Dibels Benchmark exam will obtain a core rating on the end of the year Dibels</li> </ol>	<p><b>SCHOOL CULTURE:</b>                      Implement social emotional support and services for students in order to provide a safe and structured learning environment that maximizes their learning opportunities in the classroom and support teachers to maximize instructional time in the classroom.</p> <p><b>EFFECTIVE INSTRUCTION:</b> For highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student achievement.</p>

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						<p>Benchmark.</p> <p>4. The number of ECE students making adequate progress on the TC Gold System will increase 15% both during the Winter and Spring trimester. The fall trimester will be used to establish the base-line data.</p>	<p><b>DATA DRIVEN INSTRUCTION:</b> Utilize real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement.</p>
		M	<p>By the end of the 2014- 2015 school year, the percent of students' proficient or advanced on the Math TCAP will increase 10% from 57% to 67%.</p>			<p>To ensure that we are making interim progress toward our math median growth percentile, we will use the following tools to measure math growth:</p> <ol style="list-style-type: none"> <li>1. 75% of ECE to 5th grade students will obtain 80% proficient or advance on the CCSS Math Interim exam.</li> <li>2. The number of ECE students making adequate progress on the TC Gold System will increase 15% both during the Winter and Spring trimester. The fall trimester will be used to establish the base-line data.</li> </ol>	<p><b>SCHOOL CULTURE:</b> Implement social emotional support and services for students in order to provide a safe and structured learning environment that maximizes their learning opportunities in the classroom and support teachers to maximize instructional time in the classroom.</p> <p><b>EFFECTIVE INSTRUCTION:</b> For highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for</p>

							<p>understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student achievement.</p> <p><b>DATA DRIVEN INSTRUCTION:</b> Utilize real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement.</p>
		W		<p>By the end of the 2014- 2015 school year, the percent of students' proficient or advanced on the Writing TCAP will increase 10% from 38% to 48%.</p>		<p>To ensure that we are making interim progress toward our academic writing growth goal, we will use the following tools to measure writing development, then desegregate the data by subgroups:</p> <p>Six week school based writing prompts across the grades aligned with the CCSS in writing and</p>	<p><b>SCHOOL CULTURE:</b> Implement social emotional support and services for students in order to provide a safe and structured learning environment that maximizes their learning opportunities in the classroom and support teachers to maximize instructional time in the classroom.</p> <p><b>EFFECTIVE INSTRUCTION:</b> For</p>

					<p>language.</p> <p>Milestones:</p> <ol style="list-style-type: none"> <li>1. At the end of each six week cycle during the 2013-2014 school year, 75% of K to 5th grade students will meet the target on interim exams.</li> <li>2. 25% of K-5 grade students will move-up one point on a school-wide 4 point writing rubric aligned to the CCSS writing and language expectations by the end of each trimester, with 75% of all students scoring 3 out of 4 points by the end of the year.</li> <li>3. The number of ECE students making adequate progress on the TC Gold System will</li> </ol> <p>increase 15% both during the Winter and Spring trimester. The fall trimester will be used to establish the base-line data.</p>	<p>highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student achievement.</p> <p><b>DATA DRIVEN INSTRUCTION:</b> Utilize real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement.</p>
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		S	<p>By the end of the 2014- 2015 school year, the percent of students' proficient or advanced on the Science TCAP will increase 10% from 22% to 32%.</p>			<p><b>SCHOOL CULTURE:</b> Implement social emotional support and services for students in order to provide a safe and structured learning environment that maximizes their learning opportunities in the classroom and support teachers to maximize instructional time in the classroom.</p> <p><b>EFFECTIVE INSTRUCTION:</b> For highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student achievement.</p> <p><b>DATA DRIVEN INSTRUCTION:</b> Utilize real-time, relevant data to inform our levels of</p>
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							student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R		By the end of the 2014-2015 school year, the Median Student Growth Percentile in reading will be 60 or more.		<p>To ensure that we are making interim progress toward our reading median growth percentile, we will use the following tools to measure reading proficiency:</p> <p>CCSS Interim Reading Exam: 6 times a year.</p> <p>DRA II/EDL (administered pre, mid, and post to K to 8<sup>th</sup> grade students)</p> <p>Dibels Benchmark Assessment (administered pre, mid, and post to K to 5<sup>th</sup> grade students)</p> <p>TS Gold for ECE students (Measured each trimester).</p> <p>Dibels Progress Monitoring Assessments (administered every 2-3 weeks for students receiving strategic reading intervention)</p> <p><b>Milestones:</b></p> <ol style="list-style-type: none"> <li>1. 75% of ECE to 5th grade students will obtain 80% proficient or advance on the CCSS Reading Interim exam.</li> <li>2. 80% of K-5<sup>th</sup> grade students will increase 1.5 grade-level equivalence from the pre to post DRA II or EDL (Independent Levels).</li> <li>3. 75% of students scoring</li> </ol>	<p><b>SCHOOL CULTURE:</b> Implement social emotional support and services for students in order to provide a safe and structured learning environment that maximizes their learning opportunities in the classroom and support teachers to maximize instructional time in the classroom.</p> <p><b>EFFECTIVE INSTRUCTION:</b> For highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and</p>

					<p>strategic on the beginning of the year Dibels Benchmark exam will obtain a core rating on the end of the year Dibels Benchmark.</p> <p>4. The number of ECE students making adequate progress on the TC Gold System will increase 15% both during the Winter and Spring trimester. The fall trimester will be used to establish the base-line data.</p>	<p>communication and collaboration, contribute to the goal of dramatic student achievement.</p> <p><b>DATA DRIVEN INSTRUCTION:</b> Utilize real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement.</p>
		M			<p>To ensure that we are making interim progress toward our math median growth percentile, we will use the following tools to measure math growth:</p> <ol style="list-style-type: none"> <li>1. 75% of ECE to 5th grade students will obtain 80% proficient or advance on the CCSS Math Interim exam.</li> <li>2. The number of ECE students making adequate progress on the TC Gold System will increase 15% both during the Winter and Spring trimester. The fall trimester will be used to establish the base-line data.</li> </ol>	<p><b>SCHOOL CULTURE:</b> Implement social emotional support and services for students in order to provide a safe and structured learning environment that maximizes their learning opportunities in the classroom and support teachers to maximize instructional time in the classroom.</p> <p><b>EFFECTIVE INSTRUCTION:</b> For highly effective teaching and learning of Common Core State Standards, every action including the</p>

						<p>use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student achievement.</p> <p><b>DATA DRIVEN INSTRUCTION:</b> Utilize real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement.</p>
		W	By the end of the 2014-2015 school year, the Median Student Growth Percentile in math will be 60 or more.		<p>To ensure that we are making interim progress toward our writing growth gap goal, we will use the following tools to measure writing development, then desegregate the data by subgroups:                  Six week school based writing prompts across the grades aligned with the CCSS in writing and language.</p> <p><b>Milestones:</b>                  1. At the end of each six week</p>	<p><b>SCHOOL CULTURE:</b>                  Implement social emotional support and services for students in order to provide a safe and structured learning environment that maximizes their learning opportunities in the classroom and support teachers to maximize</p>

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						<p>cycle during the 2013-2014 school year, 75% of K to 5<sup>th</sup> grade students will meet the target on interim exams.</p> <p>2. 25% of K-5 grade students will move-up one point on a school-wide 4 point writing rubric aligned to the CCSS writing and language expectations by the end of each trimester, with 75% of all students scoring 3 out of 4 points by the end of the year.</p> <p>3. The number of ECE students making adequate progress on the TC Gold System will increase 15% both during the Winter and Spring trimester. The fall trimester will be used to establish the base-line data.</p>	<p>instructional time in the classroom.</p> <p><b>EFFECTIVE INSTRUCTION:</b> For highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student achievement.</p> <p><b>DATA DRIVEN INSTRUCTION:</b> Utilize real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement.</p>

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Academic Growth Gaps	Median Growth Percentile, local measures	R		By the end of the 2014-2015 school year, the Median Student Growth Percentile in writing for all sub groups will be 60 or more.			<p><b>SCHOOL CULTURE:</b> Implement social emotional support and services for students in order to provide a safe and structured learning environment that maximizes their learning opportunities in the classroom and support teachers to maximize instructional time in the classroom.</p> <p><b>EFFECTIVE INSTRUCTION:</b> For highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student achievement.</p> <p><b>DATA DRIVEN INSTRUCTION:</b> Utilize real-time, relevant data to inform our levels of</p>
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						student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement.
		M		By the end of the 2014-2015 school year, the Median Student Growth Percentile in writing for all sub groups will be 60 or more.		<p><b>SCHOOL CULTURE:</b> Implement social emotional support and services for students in order to provide a safe and structured learning environment that maximizes their learning opportunities in the classroom and support teachers to maximize instructional time in the classroom.</p> <p><b>EFFECTIVE INSTRUCTION:</b> For highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and</p>

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							<p>communication and collaboration, contribute to the goal of dramatic student achievement.</p> <p><b>DATA DRIVEN INSTRUCTION:</b> Utilize real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement.</p>
		W		<p>By the end of the 2014-2015 school year, the Median Student Growth Percentile in writing for all sub groups will be 60 or more.</p>			<p><b>SCHOOL CULTURE:</b> Implement social emotional support and services for students in order to provide a safe and structured learning environment that maximizes their learning opportunities in the classroom and support teachers to maximize instructional time in the classroom.</p> <p><b>EFFECTIVE INSTRUCTION:</b> For highly effective teaching and learning of Common Core State Standards, every action including the</p>

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						<p>use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student achievement.</p> <p><b>DATA DRIVEN INSTRUCTION:</b> Utilize real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement.</p>
Postsecondary & Workforce Readiness	Graduation Rate		Not Applicable			
	Disaggregated Grad Rate		Not Applicable			
	Dropout Rate		Not Applicable			
	Mean CO ACT		Not Applicable			
	Other PWR Measures		Not Applicable			

**Action Planning Form for 2014-15 and 2015-16**

**Directions:** Identify the major improvement strategy(s) for 2014-15 and 2015-16 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: SCHOOL CULTURE: Implement social emotional support and services for students in order to provide a safe and structured learning environment that maximizes their learning opportunities in the classroom and support teachers to maximize instructional time in the classroom.**

**Root Cause(s) Addressed:**

1. Low level of student investment to their own learning characterized by their attendance, behavior and student work.
2. Lack of schoolwide systems and structures in supporting students' social and emotional needs.
3. Low representation of the families in the school community.
4. Gap on Ethnicity and Gender Performance Framework.

**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)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 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)
	2014-15	2015-16				
Increasing Attendance Rate	August 2014 – June 2015		Admin. Leaders  Parent and Community Engagement Team  Teachers	Attendance Reports  Home Visit Program	95% student attendance rate, reduction of absenteeism and tardiness among students.	In progress

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Social Emotional Education (Character Education, Social Emotional Instruction Drop-Ins)	August 2014 – June 2015		Wellness Center Team		Decrease in daily behavioral incident reports and in and out of school suspension.	In progress
Structured School Culture	August 2014 – June 2015		Admin. Leaders  Wellness Center  Culture Teacher Leader		Decrease in daily behavioral incident reports and in and out of school suspension.	In progress
Behavior Management and Intervention	August 2014 – June 2015		Wellness Center Team		Decrease in daily behavioral incident reports and in and out of school suspension.	In progress
Community Assemblies	August 2014 – June 2015		Admin Leaders, Teacher Leaders and Teachers		Decrease in daily behavioral incident reports and in and out of school suspension.	In progress
Family and Community Engagement	August 2014 – June 2015		Family and Community Engagement Team		Decrease in daily behavioral incident reports and in and out of school suspension.	In progress
Parent Home Visit Program	August 2014 – June 2015		Family and Community Engagement Team, Teachers		Increase amount of teachers conducting parent home visit.	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.

**Major Improvement Strategy #2: EFFECTIVE INSTRUCTION:** For highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student achievement.

**Root Cause(s) Addressed:**

1. Inconsistent teacher support for coaching and evaluations.
2. Lack of focus on rigor and differentiation of instruction in the classroom.
3. Lack of schoolwide systems for transitioning and supporting the English Language Learners.
4. Lack of schoolwide systems for interventions for Reading, Writing and Math.
5. Lack of technological resources to support learning.

**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)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 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)
	2014-15	2015-16				
<b>LEAP Observation</b>	August 2014 – June 2015		Admin Leaders, Teacher Leaders	LEAP Framework Observation and Feedback Conversation with teachers	Each teacher will at least have a total of 3 full and 3 partial observations throughout the year.	In Progress
<b>Coaching Cycles</b>	August 2014 – June 2015		Admin Leaders, Teacher Leaders	LEAP Framework Scheduled Meetings with Teachers	Each teacher will be engaged in a coaching cycle either weekly or bi-monthly.	In Progress
<b>Structure Intervention Programs</b>	August 2014 – June 2015		Admin Leaders, Intervention Teachers	Read-Well Curriculum ZEARN or other Math Intervention Curriculum Structures and Schedule	Students are scoring 80% or above the interim assessments.	In Progress
<b>Revitalizing English Language Development program</b>	August 2014 –		Admin Leaders,	Reinforcing the ISA team roles, responsibilities and	Consistent implementation of the systems and structures	

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	June 2015		Intervention Teachers ELL teachers	systems and structures. Teaching for Biliteracy	<p>fro the ELLs through core content areas, ELD blocks and other enrichment programs.</p> <p>Increased proficiency levels in the WIDA ACCESS in all language aspects.</p> <p>Teachers will be engaged in a book club and discussions about ELD program model and culminate into a presentation of the ELD instructional programs.</p>	
<b>Vertical Content Collaboration</b>	August 2014 – June 2015		Admin Leaders, Teacher Leaders	<p>CCSS Alignment across grade levels in all content areas.</p> <p>Vertical Planning Documents</p>	<p>Students are scoring 80% or above the interim assessments.</p> <p>Teachers across all grade levels will be engaged in two weekly collaboration through data teams meetings and professional development.</p>	In Progress
<b>Schoolwide Focus on Rigor and Differentiation</b>	August 2014 – June 2015		Admin Leaders, Teacher Leaders, Teachers	<p>LEAP Framework</p> <p>Professional Development focus on Rigor and Differentiation</p>	<p>Increase in the teacher effectiveness based on the LEAP Framework indicators on rigor and differentiation.</p> <p>Students are scoring 80% or above the interim assessments.</p>	In Progress
<b>Targeted and Differentiated</b>	August		Admin	Professional Development	Increase in the teacher	In Progress

<b>Professional Development</b>	2014 – June 2015		Leaders, Teacher Leaders	Calendar and Schedules  Topics for Discussions  Books for Resource Readings	effectiveness based on the LEAP Framework indicators on rigor and differentiation.  Students are scoring 80% or above the interim assessments.	
<b>Blended Learning and Technology in the Classroom</b>	August 2014 – June 2015		Admin leaders, Blended Learning Specialists, Site Technology Representative	Technology such as computers, headsets, carts, etc.	Increase of the technology instruction and use in the classroom.  Students demonstrate a proficient level in using online programs for academic enrichment.	In Progress
<b>Partnerships with a Network of Schools (Compact Blue and SCAN)</b>	August 2014 – June 2015		Admin Leaders, Compact Blue Schools, SCAN Schools	School Site Visits  Scheduled Meetings for Planning and Collaborations	Increase in the teacher effectiveness based on the LEAP Framework indicators on rigor and differentiation.  Students are scoring 80% or above the interim assessments.	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.

**Major Improvement Strategy #3: DATA DRIVEN INSTRUCTION:** Utilize real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement.

**Root Cause(s) Addressed:**

1. Lack of rigorous assessments aligned to the Common Core Standards.
2. Inconsistent systems and structures of data team meetings characterized by the irregularities of the data analysis and action planning protocol.
3. Insufficient time for instructional planning, implementation, assessment and action planning.

**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)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 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)
	2014-15	2015-16				
<b>Alignment of the Common Core State Standards to Instructional Planning, Assessment, Data Analysis and Action Planning</b>	August 2014 – June 2015		Admin Leaders, Teacher Leaders, and Core Content Teachers	CCSS Aligned Curriculum/Program Units Scope and Sequence Unit Planning, Lesson Planning, Data Analysis and Action Planning Documents	Students are scoring 80% or above the interim assessments.  Teachers across all grade levels will be engaged in two weekly collaboration through data teams meetings and professional development.	In progress
<b>Formative Assessments and Summative Assessments</b>	August 2014 – June 2015		Admin Leaders,	Daily Formative Assessments Interim Assessments (Summative)  Data Analysis and Action Planning Document	Students are scoring 80% or above the interim assessments.  Teachers across all grade levels will be engaged in two weekly collaboration through data teams meetings and professional development.	In progress
<b>Parent Teacher Workshops and</b>	August		Admin	Progress Reports	80% rate of parents'	In progress

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Individual Conferences	2014 – June 2015	Leaders,	Parent Teacher Workshop Dates and Schedule	attendance of the Parent Teacher Workshop/Conferences	
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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.

**Section V: Supporting Addenda Forms**

**For Schools Operating a Title I Schoolwide Program (Optional)**

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	<i>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.</i> <b>Please refer to pages 7 - 27.</b>
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	<i>Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.</i> <b>Please refer to pages 36 - 56.</b>
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	<b>Based on the result of informal and formal assessment, CASA learns that the staff needs for professional development should be focus on rigor and differentiation which directly aligns to the LEAP Framework for effective teachers. This means that a consistent through out weekly Vertical Team Meeting based on Core Content Areas, students' quality and mastery of learning can be increased – instructional planning, data analysis and action planning and implementation.</b> <b>Please refer to pages 36 - 56.</b>
Community Involvement:	Section III: Data Narrative and	<b>Weekly Collaborative Professional learning Community Meetings - Professional Development, Nuts and Bolts</b>



<p>How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section IV: Action Plan</p>	<p><b>and Data Tea Meetings</b></p> <p><b>Parent Workshop and Individual Conferences</b></p> <p><b>Weekly Student Community Meetings</b></p> <p><b>Parent Mentorship and Community Meetings</b></p> <p><b>Please refer to pages 36 – 56.</b></p>
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Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention:</p> <p>What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>The ProComp teacher compensation system provides bonuses for teachers who serve in high poverty schools, and in positions which are difficult to staff. Teachers who serve in these high poverty schools will receive about \$2500, and, if they also teach subjects for which DPS has difficulty finding high quality teacher (and these positions are usually open in the same high poverty schools, they receive an additional \$2500). This is a significant salary differential.</p> <p>DPS provides programs to improve the quality of the mentoring of new teachers especially in high poverty schools with a lot of teacher turnover. Our goal is to retain high quality teachers in those buildings for the long term, the turnover will reduce, and the inexperience gap will take care of itself. Data systems measure the long term success of this plan and new teacher retention figures are available upon request. DPS is using other grant funds for our teacher residency program where new/inexperienced teachers work with master teachers in high poverty schools for a year to develop the expertise to teach and succeed in those schools. These teachers will earn a master's degree in the process, which also helps them with pay differentials to encourage them to remain.</p>
<p>Data Analysis:</p> <p>How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Weekly Vertical Team Meeting based on Core Content Areas for standard based instructional planning with focus on rigor and differentiation through book study, classroom observation, collaborative planning and implementation.</p> <p>Weekly Data Team Collaboration for assessing student mastery, analyzing data and planning instruction for reteach or enrichment.</p> <p>Weekly Nuts and Bolts Team Meeting for establishing school culture, addressing classroom management and culture issues, strengthening organizational systems and structures and implementing district policies and mandates.</p> <p>Coaching Cycles for individual teachers – Teachers are engaged in a regular LEAP observation and feedback conversation to improve teacher effectiveness overtime.</p> <p>Teacher Mentorship for New Teachers: new teachers are provided support for classroom culture, classroom management and core content instruction.</p>
<p>Timely Intervention:</p> <p>How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p>READ WELL Flood for Reading Intervention: This intervention aims to determine students specific level to provide a responsive reading intervention through small group instruction. The small groups are composed of 6-12 students and students are instructed with a specific curriculum base don their level for 45 minutes daily.</p> <p>Math Intervention: Math classes are split into two small groups. One group is engaged in online instruction and practice and the other group is engaged with small direct instruction based on the rigor and content of the Common Core State Standards.</p> <p>Academic/Behavior Intervention: The student's academic performance level is identified to provide initial academic intervention for six weeks. Student progress is monitored and documented to determine next steps for intervention or exiting the intervention.</p>

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		<i>Please refer to pages 36 – 49.</i>
<p>Parent Involvement:</p> <p>How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	Section IV: Action Plan	<p>Cole employees a Family Liaison, a Family and Community Communications Tech, and a Truancy Officer.</p> <p>Bimonthly Parent Community Engagement Meeting: parents are engaged in community meetings two times a month to discuss student learning, student behavior support, and home and school partnership.</p> <p>CASA Leadership Council: Parents participate as both elected members of the School Leadership Council to represent the families and the community in general.</p> <p>Parent Mentorship: through Together Colorado, parents are engaged in a mentorship work in partnership with a classroom teacher. The parents are provided the opportunity to work with students in collaboration with the classroom teachers. They are also being supported in learning skills in helping their children learn both at school and at home.</p> <p>Parent Home Visit Program: The teachers are trained and engaged in the parent home visit program to increase school and home partnership. This practice establishes relationship between the families and the teachers and allowing the stakeholders to have a better communication to set the learning goals for every student. This also provides additional support for the students and their learning.</p>
<p>Transition Plan:</p> <p>How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	Section IV: Action Plan	<p>In order to ease the transition between preschool and elementary school, the parent liaisons in the early childhood programs schedule meetings with the parents of all students in the early childhood classes. These meetings are conducted in English and in Spanish. The parents receive a packet entitled “I am ready for Kindergarten” or “Estoy listo para el jardín de infancia.” The workshop focuses on helping parents use the packets to work with their students to prepare for kindergarten. Strategies from Denver Preschool Project and Head Start are used continuously to help parents work with their students in the hope that all kindergartners will come to school prepared for kindergarten.</p>
<p>Coordination with Other Services:</p> <p>How are Title I funds used in coordination with other ESEA, state and local funds?</p>	Section IV: Action Plan, Resource Column	<i>Please refer to pages 36 – 49.</i>