

**Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11**

Organization Code: [xxxx] District Name: [Denver Public Schools](#) School Code: [682](#) School Name: [Contemporary Learning Academy](#)

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

**Directions:** CDE has pre-populated the school's 2009-10 data in [blue](#) text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available on SchoolView ([www.schoolview.org](http://www.schoolview.org)). The tables below have been pre-populated with data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

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

| Performance Indicators               | Measures/ Metrics   | '09-10 Federal and State Expectations                    |                       |                     | '09-10 School Results                                    |                     | Meets Expectations?           |                    |
|--------------------------------------|---|--|-----------------------|---------------------|--|---------------------|-------------------------------|--------------------|
|                                      |   | Reading  | 1-year                | 3-years             | 1-year   | 3-years             |                               |                    |
| <b>Academic Achievement (Status)</b> | CSAP, CSAP-A, Lectura, Escritura<br>Description: % P+A in reading, writing, math and science<br>Expectation: %P+A is above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data | Reading  | <a href="#">73.3%</a> | <a href="#">n/a</a> | <a href="#">28%</a>                                      | <a href="#">[%]</a> | <a href="#">Does Not Meet</a> |                    |
|                                      |   | Math   | <a href="#">33.5%</a> | <a href="#">n/a</a> | <a href="#">3%</a>                                       | <a href="#">[%]</a> | <a href="#">Does Not Meet</a> |                    |
|                                      |   | Writing  | <a href="#">50%</a>   | <a href="#">n/a</a> | <a href="#">11%</a>                                      | <a href="#">[%]</a> | <a href="#">Does Not Meet</a> |                    |
|                                      |   | Science  | <a href="#">50%</a>   | <a href="#">n/a</a> | <a href="#">7%</a>                                       | <a href="#">[%]</a> | <a href="#">Does Not Meet</a> |                    |
|                                      | Adequate Yearly Progress (AYP)<br>Description: % PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group<br>Expectation: Targets set by state*                                  | Overall number of targets for School: <a href="#">18</a> |                       |                     | Overall % of targets met by School: <a href="#">0</a> ** |                     | Reading                       | <a href="#">No</a> |
|                                      |   |  |                       |                     |  |                     | Math                          | <a href="#">No</a> |
| <b>Academic</b>                      | Median Student Growth Percentile  | Reading  | Median Adequate SGP   | Median SGP          | Median SGP: <a href="#">52%</a>                          |                     | <a href="#">Meets</a>         |                    |

| Performance Indicators | Measures/ Metrics   | '09-10 Federal and State Expectations |     | '09-10 School Results |                 | Meets Expectations? |
|------------------------|---|---------------------------------------|-----|-----------------------|-----------------|---------------------|
| <b>Growth</b>          | Description: Growth in CSAP for reading, writing and math                     |                                       | 42% | 45/55                 |                 |                     |
|                        | Expectation: If school met adequate growth: then median SGP is at or above 45 | Math                                  | 61% | 45/55                 | Median SGP: 70% | Exceeds             |
|                        | If school did not meet adequate growth: then median SGP is at or above 55     | Writing                               | 33% | 45/55                 | Median SGP: 27% | Does Not Meet       |

\* To see annual AYP targets, go to: [www.cde.state.co.us/FedPrograms/AYP/prof.asp#table](http://www.cde.state.co.us/FedPrograms/AYP/prof.asp#table)

\*\* To see your school's detailed AYP report (includes school results by content area, subgroup and school level), go to: [www.schoolview.org/SchoolPerformance/index.asp](http://www.schoolview.org/SchoolPerformance/index.asp)

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

| Performance Indicators   | Measures/ Metrics   | '09-10 Federal and State Expectations   |         | '09-10 School Results   |               | Expectations Met?                                  |
|--|---|---|---------|---|---------------|--|
| <b>Academic Growth Gaps</b>  | <p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: Disaggregated groups meeting adequate growth: median SGP is at or above 45</p> <p>Subgroups not meeting adequate growth: median SGP is at or above 55</p> | See your school's performance frameworks for listing of median adequate growth expectations for your school's subgroups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient. |         | <p>Median Growth</p> <p>Reading 52%</p> <p>Math 70%</p> <p>Writing 27%</p> <p>MAPs Growth</p> <p>Reading 55.21% (Approaching)</p> <p>Mathematics 63.66% (Approaching)</p> <p>Language Usage 57% (Approaching)</p> |               | Overall Rating for Growth Gaps: <b>Approaching</b> |
| <b>Post Secondary Readiness</b>                                    | Graduation Rate<br>Expectation: 80% or above  | 80% or above  |         | N/A   |               | N/A  |
|  | Dropout Rate<br>Expectation: At or below State average  | 1-year  | 3-years | 1-year  | 3-years       | N/A  |
|  |   | 5.09%   | 5.74%   | 5 %   | [%]           |  |
| Mean ACT Composite Score<br>Expectation: At or above State average | 1-year  | 3-years   | 1-year  | 3-years   | Does Not Meet |  |
|  |   | 19  | 20      | 15  | 14.3          |  |

**Accountability Status and Requirements for Improvement Plan**

| Program   | Identification Process   | Identification for School    | Directions for completing improvement plan  |
|---|--|------------------------------|---|
| <b>State Accountability</b>                       |  |                              |   |
| Recommended Plan Type                             | Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness) | Accredited on Priority Watch | No information provided from State of Colorado CDE No information provided from State of Colorado CDE |
| <b>ESEA Accountability</b>                        |  |                              |   |
| School Improvement or Corrective Action (Title I) | Title I school missed same AYP target(s) for at least two consecutive years**  | n/a                          | No information provided from State of Colorado CDE  |

**Section II: Improvement Plan Information**

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

**Additional Information about the School**

| Comprehensive Review and Selected Grant History |   |   |                                  |
|---|---|---|----------------------------------|
| Related Grant Awards                            | Did the school receive a Tiered Intervention grant? Indicate the intervention approach.<br>No, CLA did not receive a Tiered Intervention Grant  | <input type="checkbox"/> Turnaround     | <input type="checkbox"/> Restart |
|   |   | <input type="checkbox"/> Transformation | <input type="checkbox"/> Closure |
|   | Has the school received a School Improvement grant? When was the grant awarded?   | No                                      |                                  |
| School Support Team or Expedited Review         | Has (or will) the school participated in an SST review or Expedited Review? When?<br>No, CLA did not participate in a SST Review  | No                                      |                                  |
| External Evaluator                              | Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.<br>No, CLA did not partner with an external evaluator. | No                                      |                                  |

**Improvement Plan Information**

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

- State Accountability   
  Title IA   
  Tiered Intervention Grant   
  School Improvement Grant   
  Other: \_\_\_\_\_

| School Contact Information <small>(Additional contacts may be added, if needed)</small> |                 |   |
|---|-----------------|---|
| 1   | Name and Title  | Sally Stanley, Principal                          |
|   | Email           | Sally_stanley@dpsk12.org                          |
|   | Phone           | 303-423-6900                                      |
|   | Mailing Address | 2211 West 27 <sup>th</sup> Ave., Denver, CO 80211 |

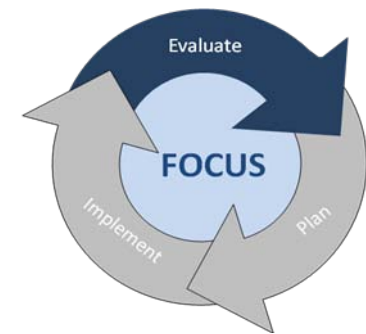
### Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate/monitor” portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.

#### Step One: Gather and Organize Relevant Data

The following data reports were used as part of the data analysis:

- 2009 School Performance Framework Report
- Growth Summary Report
- AYP Summaries
- Post Secondary Readiness Data
- Parent/Community Involvement Plan
- Local Demographic Data
- Academic Interventions
- School Schedule
- Staff Characteristics



**Step Two: Analyze Trends in the Data and Identify Priority Needs**

| Strengths  | Area of need   |
|--|--|
| <ol style="list-style-type: none"> <li>1. Strong median growth in math and writing.</li> <li>2. CSAP reading scores continue to increase for past 3 years.</li> <li>3. The number of students scoring 20 or above on ACT went from 2 to 4 in 2010.</li> <li>4. Naviance plans completed.</li> <li>5. College visits have occurred to CU Boulder and CU Denver.</li> <li>6. College diagnostic readiness test (2010) indicates 94% of 9<sup>th</sup> graders want to go to a 4 year college.</li> </ol> | <ol style="list-style-type: none"> <li>1. Increase growth in all core academic areas.</li> <li>2. Continue to track skill based classes in core impact needs and refine for student needs.</li> <li>3. More students scoring above 20. All 11<sup>th</sup> grade students will take ACT and areas needed.</li> <li>4. Complete Naviance plans on all students.</li> <li>5. CLA counselors will focus on planning more college trips.</li> <li>6. Increase college awareness and accessibility for CLA students.</li> </ol> |

**Step Three: Root Cause Analysis**

This step is focused on examining the underlying cause of the needs identified in step two. A cause is a “root cause” if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems. Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with other data sources. These efforts should be documented in the Data Analysis Worksheet below.

**Data Analysis Worksheet**

**Directions:** This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. However, it is not necessary to complete every cell in the chart – just the areas that will be highlighted in the narrative. Keep in mind that you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will then guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

| Performance Indicators        | Description of Significant Trends (3 years of past data)  | Priority Needs  | Root Causes  |
|-------------------------------|---|---|--|
| Academic Achievement (Status) | Historical trend of 3 years shows students measure below proficiency in math and reading        | Additional strategies for filling academic gaps   | <ul style="list-style-type: none"> <li>• Teachers need to close a 3 – 7 year academic gap in 1 to 3 trimesters based on student data on high stakes testing and credit hours earned.</li> </ul>  |
|                               | Students have below expected 80% attendance rate for alternative schools for past 5 years (68%) | Students need to be here 80% in order to have adequate access in curriculum and teaching. | <ul style="list-style-type: none"> <li>• Teachers need alternative framework for addressing student achievement with less than 70% attendance to facilitate student learning and credit recovery.</li> <li>• Teachers must create an active engaging curriculum and environment with differentiated instruction for student centered classroom.</li> </ul> |

| Performance Indicators   | Description of Significant Trends (3 years of past data)   | Priority Needs   | Root Causes  |
|--------------------------|--|--|--|
| Academic Growth          |  |  |  |
| Academic Growth Gaps     | Latino students show significantly lower scores on CSAP and MAPS than Black students over the past 5 years | Identify specific students low academic skills in math and reading | <ul style="list-style-type: none"> <li>Teachers need additional support and training for differentiated instruction specific to Latino students.</li> <li>No focused ELL program exists for students.</li> </ul> |
| Post Secondary Readiness | Students have maintain stagnate growth on ACT  |  | <ul style="list-style-type: none"> <li>There is no post secondary readiness program or plan in place.</li> </ul>   |

**Step 4: Create the Data Narrative**

**Directions:** Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

**Data Narrative for School**

**Trend Analysis and Priority Needs:** On which performance indicators is my school trending positively? On which performance indicators is my school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender?  **Root Cause Analysis:** Why do you think this is?  **Verification of Root Cause:** What evidence do you have for your conclusions?

The Contemporary Learning Academy is a grades 9-12 High school that serves academically, behaviorally and attendance at-risk (students) who have failed to attend or earn adequate credits toward graduation. They have been released from the home high school to re-engage in a high school where students achieve in a small, focused learning environment with multiple supports and interventions.

**Demographic Data**

|          | American Indian | Asian or Pacific Islander | Black (Not Hispanic) | Hispanic | White, not Hispanic | Male | Female |
|----------|-----------------|---------------------------|----------------------|----------|---------------------|------|--------|
| Grade 9  | 1               | 0                         | 15                   | 10       | 2                   | 12   | 16     |
| Grade 10 | 3               | 2                         | 34                   | 44       | 3                   | 52   | 34     |
| Grade 11 | 2               | 0                         | 24                   | 24       | 2                   | 28   | 24     |
| Grade 12 | 0               | 0                         | 16                   | 22       | 2                   | 20   | 20     |
| Total    | 6               | 2                         | 89                   | 100      | 9                   | 112  | 94     |

The total student population for CLA is 95% minority excluding White

Data reflecting academic achievement by CSAP proficiency 2009/2010 status is as follows:

|                        | African American       |                  | Hispanic               |                  | White/ Other           |                  | ELL                    |                  |
|------------------------|------------------------|------------------|------------------------|------------------|------------------------|------------------|------------------------|------------------|
|                        | Proficiency Percentage | Total # Students | Proficiency Percentage | Total # Students | Proficiency Percentage | Total # Students | Proficiency Percentage | Total # Students |
| Reading (9 & 10 Grade) | 35%                    | 75               | 18%                    | 94               | 75%                    | 12               | 28%                    | 63               |
| Math (9 & 10 Grade)    | 5%                     | 75               | 1%                     | 94               | 8%                     | 12               | 2%                     | 63               |
| Writing (9 & 10 Grade) | 16%                    | 75               | 3%                     | 94               | 42%                    | 12               | 5%                     | 63               |
| Science (9 & 10 Grade) | 5%                     | 39               | 5%                     | 42               | 25%                    | 8                | 6%                     | 28               |

CSAP data demonstrates the following:

- Most students are scoring below proficiency on all tests.
- Hispanic student groups are significantly low when compared to all ethnicity groups across all CSAP tests.
- African American and ELL's score consistently lower than whites/others.

I. Reading

- A. Intense intervention and growth strategies must be in place for all CLA Reading students, regardless of ethnicity as all fall significantly below state, district and high school proficiency levels.
- B. MAPS Reading test results from 2009-2010 over three testing periods affirms results in CSAP Reading as follows:

1. Average CLA Reading level is Grade 7
2. Lexile scores reflect a Grade 5 average reading level.

II. Mathematics

- A. CSAP scores show no growth in mathematics over last 5 years (0%-5% of CLA students demonstrate proficiency on CSAP, regardless of gender or ethnicity).
- B. MAP mathematics test results for 2009-2010 over 3 testing periods shows:
  1. The “average” CLA student scores at an 8<sup>th</sup> grade level.
  2. CLA students demonstrate higher scores on MAPS as all students (9-12) take it.

III. Intervention/Impact and Post Secondary Readiness beyond high school

ACT results for students are:

|           | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|-----------|------|------|------|------|------|------|
| Composite | 14   | 15   | 13   | 15   | 14   | 15   |
| English   | 12.2 | 13.2 | 11.8 | 12.6 | 11.2 | 12.9 |
| Math      | 14.3 | 15.0 | 14.4 | 15   | 15   | 15.6 |
| Reading   | 15.5 | 15.4 | 13.2 | 14.8 | 15.4 | 15.3 |
| Science   | 14.7 | 15.3 | 13.6 | 15.4 | 14.1 | 15.9 |

Root cause of scores indicates prior to 2009 there was no post-secondary readiness focus at CLA. Not all juniors were placed in ACT Impact Preparation Class in 2009.

There has been no tracking of students after high school graduation as to jobs, college or to the post-secondary option.

Progress toward graduation credits earned has been monitored by students and counselors.

**College Readiness Diagnostic Data, Spring 2010**

- A. CLA had more 9th graders reporting they wanted to go to a four year college than other high schools in DPS.
- B. Only 26% of CLA students stated they planned to attend a 4 year college and 18% plan to attend a 2 year Community College. (given monies are available for them to attend what are the other 56% of CLA students planning to do after graduation?)
- C. CLA students were at the “intermediate level” in group skills, but students valued group skills less. Teachers valued test taking, time management and persistence more than teaching students to perform in group learning to having skills in groups.
- D. Students look more to teachers at CLA than to counselors for advice and goal setting. (This points to the role of Advisement and the importance and influence advisors have in key college readiness skills, as well as classroom teachers.)
- E. CLA students need to think abstractly to do well on ACT. (More practice with analytic skills is important...compares / contrast paper to teach students to interpret information, a 3 page research paper results in better vocabulary usage and language improvement)
- F. Math Issue: fractions, decimals, numbers and conversion is a big problem with CLA students. Usually learned in grade 6.
- G. Hispanic / Latino students who plan to work after high school is 40% but after a year of not attending college, it drops to 30% continue to work.
- H. More African American students aspire to a 4 year college (38% v. 24% Hispanic /Latino v. 13% White).
- I. Students indicated the importance of the Key Cognitive Strategies as “important”, more important than do CLA teachers.
- J. Students believe they rate much higher on Key Cognitive Skills than CLA teachers believe.
- K. Teachers with more experience (4 years or more) rate the importance of students having Key Cognitive Skills higher than teachers in years 1 – 3 of teaching



- L. CLA teachers think analyzing, understanding and checking are the most important cognitive strategies. Students feel least proficient at analyzing.
- M. All Math teachers participating rated student proficiency on evaluation as “not at all well”. What does this mean? What do we need to do to enhance students ability to be analytical?

IV. Academic Growth

School median academic growth in mathematics in 2009-10 was 70%. This was the highest median growth in mathematics of all secondary Denver Public Schools. Although we are high median growth in mathematics, our proficiency level in mathematics is stagnant or flat as measured by CSAP 2010.

In Reading, CLA had a CSAP median growth of 53.5 in 2010 CSAP, yet students’ proficiency went above or grew by 6%.

We are seeing growth in students in mathematics and reading. However, because they are beginning at a deficit level of low scores, the growth was not yet enough to reflect proficiency or above ratings on CSAP. Proficiency can only be reached by consistent median growth annually for CLA students.

V. Academic Growth Gap

African American 2010 GAP: Reading

In CSAP Reading 9, the African American gap in Reading declined by 30% to a 41% achievement gap in the number of students scoring proficiency.

In CSAP Reading 10, the gap in Reading increased for African Americans 1% to 34% in number of students scoring proficient.

Latino 2010 Gap: Reading

In 9<sup>th</sup> grade, the Latino gap declined by 7% to a 53% gap in the number of students scoring proficiently.

In 10<sup>th</sup> grade, the Latino gap declined by 3% to a 54% gap in number of students scoring proficiently.

African American Mathematics Gap Analysis:

Grade 9 African American students scoring proficient declined by 5% resulting in a 35% gap in the number of students scoring proficient.

Grade 10 African American students increased by 4% resulting in a 36% gap in the number of students scoring proficiently.

Latino Mathematics Analysis:

Grade 9 Latino students increased 8% resulting in a 42% gap (when compared to Hispanic student district wide) scoring proficiently.

In grade 10, Latino students gap in math increased by 4% resulting in a 39% gap in Latinos of those students scoring proficient as compared to all Denver Public High School students in the district.

African American and Latino students in grades 9 and 10 are scoring much lower than district averages for African American or Latino students. The gap is significantly higher than the district average.

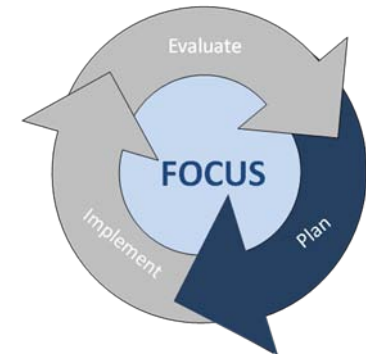
All data (CSAP, MAPS, and GAP) shows students are not proficient in reading and mathematics but are showing growth as demonstrated by the median growth report.

## Section IV: Action Plan(s)

This section focuses on the “evaluation” portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

### School Goals Worksheet

**Directions:** Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: [www.cde.state.co.us/FedPrograms/AYP/prof.asp#table](http://www.cde.state.co.us/FedPrograms/AYP/prof.asp#table). For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet.



School Goals Worksheet (cont.)

| Performance Indicators               | Measures/<br>Metrics             | Annual Targets |               | Interim Measures | Major Improvement Strategies  |   |
|--------------------------------------|----------------------------------|----------------|---------------|------------------|---|---|
|                                      |                                  | 2010-11        | 2011-12       |                  |   |   |
| Academic Achievement (Status)        | CSAP, CSAP-A, Lectura, Escritura | R              | 32%           | 36%              | <ul style="list-style-type: none"> <li>NWEA MAPs assessment in August, February, April</li> <li>Acuity Predictive Testing in September, November and January</li> </ul>   | <ul style="list-style-type: none"> <li>Using the structure of Rewards Plus reading program, expand to include additional high interest reading materials</li> <li>Emphasis on the tenets of guided reading will be emphasis</li> <li>Create a system that allow more flexibility in scheduling to allow students the time they need to meet proficiency</li> <li>Continue to refine the math intervention grouping of students to meet the needs of Latino Students.</li> <li>Begin tracking of all students in intervention program for both English and math</li> </ul> |
|                                      |                                  | M              | 10%           | 15%              |   |   |
|                                      |                                  | W              | 16%           | 20%              |   |   |
|                                      |                                  | S              | 11%           | 16%              |   |   |
|                                      | Overall AYP (PP, P, A)           | R              | 75%           | 77%              | <ul style="list-style-type: none"> <li>NWEA MAPs assessment in August, February, April</li> <li>Acuity Predictive Testing in September, November and January</li> </ul>   |   |
|                                      |                                  | M              | 30%           | 33%              |   |   |
|                                      | AYP by Groups                    | R              | Hispanic: 69% | Hispanic: 72%    | <ul style="list-style-type: none"> <li>NWEA MAPs assessment in August, February, April</li> <li>Acuity Predictive Testing in September, November and January</li> </ul>   |   |
|                                      |                                  | M              | Hispanic: 28% | Hispanic: 31%    |   |   |
| Academic Growth                      | Median Student Growth Percentile | R              | 57%           | 60%              | <ul style="list-style-type: none"> <li>NWEA MAPs assessment in August, February, April</li> <li>Acuity Predictive Testing in September, November and January</li> </ul>   |   |
|                                      |                                  | M              | 72%           | 74%              |   |   |
|                                      |                                  | W              | 32%           | 36%              |   |   |
| Academic Growth Gaps                 | Median Student Growth Percentile | R              | Hispanic: 50% | Hispanic: 46%    | <ul style="list-style-type: none"> <li>NWEA MAPs assessment in August, February, April</li> <li>Acuity Predictive Testing in September, November and January</li> </ul>   |   |
|                                      |                                  | M              | Hispanic: 37% | Hispanic: 34%    |   |   |
|                                      |                                  | W              |               |                  |   |   |
| Post Secondary & Workforce Readiness | Graduation Rate                  |                |               |                  |   |   |
|                                      | Dropout Rate                     |                | 5%            | 5%               |   |   |
|                                      | Mean ACT                         |                | 16            | 16.5             | <ul style="list-style-type: none"> <li>Pre-ACT administered on 10/13/10</li> <li>Accuplacer testing</li> <li>Pre and post testing for ACT Classes</li> </ul>  |   |
|                                      |                                  |                |               |                  | <ul style="list-style-type: none"> <li>Increase the number of students who are post secondary ready based on the definition of Students are "college ready" when they have the cognitive strategies, academic knowledge and skills, and social and emotional behaviors needed to</li> </ul> |   |

| Performance Indicators | Measures/Metrics | Annual Targets |         | Interim Measures | Major Improvement Strategies  |
|------------------------|------------------|----------------|---------|------------------|---|
|                        |                  | 2010-11        | 2011-12 |                  |   |
|                        |                  |                |         |                  | enroll in and complete, without remediation, a program at a post-secondary institution. |

**Action Planning Worksheet**

**Directions:** Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then match it to a major improvement strategy(s). For each major improvement strategy (e.g., adjust reading approach) and the root cause(s) that the action will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action under Title I, action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

**Major Improvement Strategy #1:** Increase student attendance and engagement.

Root Cause(s) Addressed by the Major Improvement Strategy: (1) Teachers need alternative framework for addressing student achievement with less than 70% attendance to facilitate student learning and credit recovery. (2) Teachers must create an active engaging environment with differentiated instruction for student centered classroom.

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

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

| Task | Description of Action to Implement the Major Improvement Strategy  | Timeline                  | Key Personnel   | Resources | Implementation Benchmarks |
|------|--|---------------------------|---|-----------|---------------------------|
| 1    | <p><b>Student attendance tracker</b> – Students will be tracked using the attendance tracker. The tracker lists all interventions and if the intervention was used for a student.</p> <p>Information is sent to Secretary for update into the tracker.</p> | Tracker is updated weekly | Ed Caruso (AP/Lead)<br>K. Henderson, M. Linden, D. Gonzales, T. Schuenemann, H. Halvorson, J. Diaz, D. Romero | None      |                           |

| Task | Description of Action to Implement the Major Improvement Strategy  | Timeline  | Key Personnel   | Resources               | Implementation Benchmarks |
|------|--|---|---|-------------------------|---------------------------|
| 2    | <p><b>Weekly attendance meetings</b> – Each week Rtl, Counselors, Registrar, Family Liaison, Social Worker, front desk receptionist will meet to discuss specific student attendance.</p>  | <p>Weekly, starting August 26,2010</p>  | <p>Ed Caruso (AP/Lead)<br/>K. Henderson, M. Linden, D. Gonzales, T. Schuenemann, H. Halvorson, J. Diaz, D. Romero</p> | <p>None</p>             | <p>Attendance Tracker</p> |
| 3    | <p><b>Attendance Board</b> – The attendance board will meet approximately every 6 weeks with students who are below the 80% mark. Students are selected to come before the board during attendance meetings, counselor/Rtl recommendation, behavioral dean, and advisement teacher.</p> <p>Student and family are notified via mail and/or phone call of invitation and outcome if they do not attend.</p> | <p>Every 6 weeks starting September 8<sup>th</sup>. Invitees will be notified Sept 2<sup>nd</sup> and 3<sup>rd</sup>.</p> | <p>Ed Caruso (AP/Lead)<br/>K. Henderson, M. Linden, D. Gonzales, T. Schuenemann, H. Halvorson, J. Diaz, D. Romero</p> | <p>Mailing material</p> | <p>Attendance Tracker</p> |
| 4    | <p><b>Develop tardy interventions</b> – The attendance team will create an intervention process and tracker to be used for tracking student tardiness</p>  | <p>Developed during Trimester 1 with implementation by Trimester 2</p>  | <p>Ed Caruso (AP/Lead)<br/>K. Henderson, M. Linden, D. Gonzales, T. Schuenemann, H. Halvorson, J. Diaz, D. Romero</p> | <p>None</p>             | <p>Tardy Tracker</p>      |

| Task | Description of Action to Implement the Major Improvement Strategy  | Timeline  | Key Personnel                          | Resources   | Implementation Benchmarks             |
|------|--|---|--|---|---------------------------------------|
| 5    | <p><b>Incentives</b> – Students that have 80% attendance or better will receive the following awards:<br/>                     Sept 1<sup>st</sup> – Oct 15<sup>th</sup> 2 free tickets for a community event<br/>                     Oct 16<sup>th</sup> – Nov 30<sup>th</sup> 2 free movie tickets<br/>                     Nov 31<sup>st</sup> – Jan 15<sup>th</sup> a day bowling<br/>                     Jan 14<sup>th</sup> – Feb 25<sup>th</sup> 2 tickets through Art Reach for community event.<br/>                     Feb 28<sup>th</sup> – Apr 8<sup>th</sup> 2 tickets through Art Reach for community event.<br/>                     Apr 11<sup>th</sup> – May 20<sup>th</sup> 2 tickets through Art Reach for community event.</p> <p>Student leadership will be involved in promoting these events to all CLA events</p> | Approximately every 6 weeks   | Sally Stanley, Debra Mosby(bookkeeper) | Tickets from Art Reach for Community Event<br>Movie Tickets<br>Bowling Tickets                                  | Number of incentives given            |
|      | <p><b>Parent Involvement</b> – Parents will be invited to Student Led Conferences</p> <p>Drawings to increase attendance at SLCs. Prizes to include: Family packet of tickets from Art Reach, Grocery Store Drawing (10 per SLC for 50.00 each), Gas Cards (10 per SLC for 20.00 each). Incentives will be funded through Happy Haines Grant and Art Reach.</p>  | October 14, 2010<br>January 27, 2011<br>April 28, 2011  | Counselors<br>Advisement Teachers      | Happy Haines Grant (\$3,500)<br>Wal-Mart Grocery Cards – 1500.00 (3 x 10 x 50)<br>Gas Cards – 600 (3 x 10 x 20) | Sign in sheet from SLC                |
| 6    | <b>Print Environment</b> – Posters will be hung at least 1 week in advance of SLC’s advertising the evening’s events.  | October 1, 2010<br>January 12, 2011<br>April 14, 2011   | Counselors, RTI and Secretaries        | Poster material   | Visual Inspection                     |
| 7    | <b>Print Environment</b> – Posters for attendance incentives will be used advertising awards for attendance.   | Oct 5 <sup>th</sup> , Nov 22 <sup>nd</sup> , Jan 5 <sup>th</sup> , Feb 20 <sup>th</sup> , Apr 8 <sup>th</sup> | Counselors, RTI and Secretaries        | Poster material   | Visual Inspection                     |
| 8    | <b>Advisement</b> – Advisement teachers will increase their involvement in the monitoring of grades and attendance. Advisement teachers will meet with students weekly to review attendance.   | Weekly  | All Advisement Teachers                | None  | Attendance Reports<br>Conference Logs |

| Task | Description of Action to Implement the Major Improvement Strategy  | Timeline                | Key Personnel                           | Resources      | Implementation Benchmarks             |
|------|--|-------------------------|---|----------------|---------------------------------------|
| 9    | <b>Personal Education Plans</b> – All students will have PEPs. Goals will be written for Academic, Behavior and Attendance. Initial PEPs will be written at the beginning of the year and advisement teachers will update during the year. | August, November, April | Counselors, Rtl and Advisement Teachers | New PEP forms  | PEPs reports                          |
| 10   | <b>Student Engagement</b> – Administration along with department chairs will develop and implement a engagement rubric to assess the needs of the teachers in creating a more enriched classroom experience                                | November<br>December    | Administration<br>Department Chairs     | None           | Rubric Completion                     |
| 11   | <b>Instructional Rounds</b> – Department chairs and administration will participate in instructional rounds using the rubric defined for student engagement.   | December<br>January     | Administration<br>Department Chairs     |                | Statistics from walk through          |
| 12   | <b>Differentiated Instruction</b> – Teachers will participate in differentiated instruction strategies as part of professional development (See PD Plan Appendix B)  | January                 | Teacher Leader                          | None           | Material from PD                      |
| 13   | <b>Bus Pass</b> – Students that do not qualify based on district standards that live less than 3.5 miles from CLA  | Immediately             | Lyida Guzman, Ed Caruso                 | Title 1 Monies | Track students who receive bus passes |
|      |  |                         |   |                |                                       |

**Major Improvement Strategy #2:** Identification of ELL students, students with significant academic gaps, and implementation of ELL program.

Root Cause(s) Addressed by the Major Improvement Strategy: (1) Teachers need additional support/training for differentiated instruction specific to Latino Student, in addition, no focus ELL program exists for students. (2) Teachers need to close a 3 – 7 year academic gap in 1 – 3 trimesters based on student data and credits.

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

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

| Task | Description of Action to Implement the Major Improvement Strategy  | Timeline  | Key Personnel   | Resources  | Implementation Benchmarks  |
|------|--|---|---|--|--|
| 1    | <b>Standardize Testing</b> – CLA will participate in MAPs, Acuity, CSAP, ACT and Course Assessments. For each test a test plan will be developed. Data will be reported to all staff including principals, assistant principals and instructional superintends.  | DPS Assessment Schedule   | Site Assessment Leader  | None   | Test Results and Reports   |
| 2    | <b>9<sup>th</sup> Grade Academy</b> – Students entering CLA with 9 <sup>th</sup> grade credits will attend Academy 3 days a week. Students will work on organizational skills and homework   | Tuesday, Wednesday and Thursday starting August 23, 2010                                  | TBD   | Teachers to work additional assignments.   | 4 and 8 week progress reports  |
| 3    | <b>CSAP Professional Development</b> – Training on administration of CSAP. Review of previous year’s results. Results from testing will be incorporated into both regular classes and intervention classes   | Results will be reviewed during Dept. meetings.<br><br>CSAP training will be Jan 3, 2010  | Tara Schuenemann ,<br>Literacy RtI Specialist<br>Haidee Halvorson,<br>Math RtI Specialist/SAL | None   | Test Reports<br>Professional Development Presentation                  |
| 4    | <b>MAPs Professional Development</b> – Teachers will review data from each Trimester test to use as instructional input.   | Results will be reviewed during Dept. meetings.<br><br>MAPs training will be Aug 16, 2010 | Tara Schuenemann ,<br>Literacy RtI Specialist<br>Haidee Halvorson,<br>Math RtI Specialist/SAL | None   | Test Reports<br>Professional Development Presentation                  |
| 5    | <b>Math Intervention Classes</b><br><ul style="list-style-type: none"> <li>• Math Skills</li> <li>• Navigator</li> <li>• Algebra Intervention</li> <li>• Geometry Intervention</li> <li>• ACT</li> </ul> All students who score below a 245 in MAPs and have not completed ACT intervention will take math intervention classes as part of their electives | Daily for all three trimesters  | Haidee Halvorson,<br>Math RtI Specialist<br><br>Math Teachers                                 | Navigator Books<br>Ladders to Success for Algebra and Geometry<br>Problem Solving Skills | MAPs Results<br>Pre and Post Intervention Testing<br>Acuity Predictive |



| Task | Description of Action to Implement the Major Improvement Strategy  | Timeline  | Key Personnel   | Resources                                       | Implementation Benchmarks  |
|------|--|---|---|---|--|
| 6    | <p><b>English Intervention Classes</b></p> <ul style="list-style-type: none"> <li>• Rewards</li> <li>• Read 180</li> <li>• ACT</li> <li>• Compass</li> </ul> <p>All students who score below a 227 in MAPs and have not completed ACT intervention will take English intervention classes as part of their electives</p> | Daily for all three trimesters                    | Tara Schuenemann ,<br>Literacy Rtl Specialist<br><br>English Teachers | Rewards Books<br>Read 180 Software<br>ACT Books | MAPs Results<br>Pre and Post Intervention Testing<br>Acuity Predictive |
| 7    | <b>Acuity Predictive</b> – Staff will be trained and testing will begin in September. Results will be examined and reviewed during Department Meetings   | September/2010,<br>November/2010,<br>January/2011 | SAL   | Training on Acuity                              | Test Results   |
| 8    | <b>District Course Assessments</b> – determine if district course assessments are viable for CLA   | Done at the beginning and end of each trimester   | Core Teachers   | Tests and training                              | Results of tests   |
| 9    | <b>ACT Intervention Class</b> – Students who are expected to take ACT in April 2011 will take a preparation class for both Math and English  | Daily in all three trimesters                     | All Math and English Teachers.  | ACT.org workbook<br>Kaplan ACT workbook         | Pre and post testing of the class                                      |
| 10   | <b>Personal Education Plans</b> – All students will have PEPs. Goals will be written for Academic, Behavior and Attendance. Initial PEPs will be written at the beginning of the year and advisement teachers will update during the year.   | August,<br>November, April                        | Counselors, Rtl and Advisement Teachers                               | New PEP forms                                   | PEPs reports   |
| 11   | <b>Intervention Program Evaluation</b> – at the end of each trimester review the effectiveness of the math and reading intervention program including decisions on student placement.  | November,<br>February, May                        | Rtl, Department Chairs, Administration                                | None  | Data reports from programs   |
| 12   | <b>Communication</b> – Teachers will post grades weekly, record a minimum of one grade per week.   | Immediately                                       | All Teachers  | None  | Walk thurs   |
| 13   | <b>CUSP Students</b> – Progress monitoring of students that are the cusp of U → PP, PP → P   | Immediately                                       | Rtl, Administration and Counselors                                    | None  | MAPs scores, student grades  |

**Major Improvement Strategy #3:** Increase the number of students who are post secondary ready based on the definition of Students are “college ready” when they have the cognitive strategies, academic knowledge and skills, and social and emotional behaviors needed to enroll in and complete, without remediation, a program at a post-secondary institution.

Root Cause(s) Addressed by the Major Improvement Strategy: No post-secondary readiness plan in place

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

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

| Description of Action Steps to Implement the Major Improvement Strategy   | Timeline   | Key Personnel (optional)   | Resources (federal, state, and/or local) | Implementation Benchmarks   |
|---|--|--|--|---|
| <b>Increasing Academic Vocabulary</b> – Professional development session on using graphic organizers to help teach academic vocabulary using the book “Inside Words”. The PD will be conducted in three sessions. | PD Sessions:<br>August 16, 2010<br>September 17, 2010<br>January 4, 2010 | S. Stanley,<br>T. Schuenemann,<br>H. Halvorson, J.<br>Lengyel, L. Guzman   | Copies of Inside Words for each teacher. | Observed Behavior collected during instructional rounds                               |
| <b>Higher Level Questioning</b> – As part of increasing academic vocabulary, teachers will be have additional training on critical thinking and use of higher level questioning.                                  | August 17, 2010  | H. Halvorson (Math Rtl)  | None                                     | Observed Behavior collected during instructional rounds                               |
| <b>Professional Learning Communities</b> – During department time, Rtl Specialist will lead discussions on academic vocabulary using the book “Inside Words”  | Occurs monthly during Department time.                                   | T. Schuenemann (Literacy Rtl),<br>H. Halvorson (Math Rtl), J. Lengyel (Teacher Leader)                                     | None                                     | Agenda, meeting notes. Student Work collected and reviewed during department meetings |
| <b>Instructional Rounds</b> – Instructional rounds will be conducted with specific focus on looking for use of building academic vocabulary using the graphic organizers in Inside Words.                         | Occurs every trimester   | S. Stanley, E. Caruso, L. Guzman,<br>K. Brady, C. Obert,<br>D. Davis, B. Johnson,<br>J. Star, T. Schuenemann, H. Halvorson | None                                     | Observed Behavior   |

| Description of Action Steps to Implement the Major Improvement Strategy  | Timeline             | Key Personnel (optional)  | Resources (federal, state, and/or local) | Implementation Benchmarks                 |
|--|----------------------|---|--|---|
| SGOs – Teachers will have one SGO dedicated to literacy for each trimester.  | SGOs due on 10/31/10 | S. Stanley, E. Caruso, L. Guzman, K. Brady, C. Obert, D. Davis, B. Johnson, J. Star, T. Schuenemann, H. Halvorson | None                                     | Pre and Post test results and growth      |
| Common Lesson Plan Template – A common lesson plan template that incorporates the SIOP model and Vocabulary Strategies. The Lesson plan will be used in conjunction with Teacher Portal                          | August 13, 2010      | S. Stanley, L. Guzman, H. Halvorson   | None                                     | Lesson plans logged in Teacher Portal     |
| Implementation of College Course Work – Students will take the Acuplacer College Placement test. Based on the results, students will be able to complete College preparedness classes (remediation) while at CLA | Trimester 2/3        | S. Stanley, L. Guzman, C. Obert, M. Linden, K. Henderson, T. Schuenemann, H. Halvorson                            | Grant Approval                           | Student Successful Completion of course   |
| Post Secondary Readiness Plan – Create and implement Post Secondary Readiness Plan. (See Appendix C)   | Trimester 1          | L. Guzman, K. Henderson, M. Linden  | None                                     | College Readiness Monthly Tracking Report |

## Appendix A: Parent Engagement Plan 2010/2011

### PARENT INVOLVEMENT

The Principal and staff of Contemporary Learning Academy (CLA) believe that parent and community engagement is an essential component in the life of the school and in the education of students. The Contemporary Learning Academy High School community strongly encourages and invites our community and parents to become involved as equal partners in the school improvement plan process. We value parents and community members and welcome them at the table to voice their ideas and to make decisions. We have outlined goals in our United Improvement Plan to address our Parent/Community Engagement focus for the year.

### UNIFIED SCHOOL IMPROVEMENT PLAN (UIP)

- The Contemporary Learning Academy School Improvement Plan is used to focus the direction on the school community in supporting our students to achieve at the highest levels of learning.
- The plan is strategic in use of data to drive the goals, objectives, and strategies to increase student achievement and to include our parents and community in the development and monitoring of progress toward our goals.

- The following goals will be implemented to support our vision of engaging our parents and community to actively participate in their child's progress at CLA.

**Goal: To inform parents about their legal right under Title I through the Parent Engagement Plan and the UIP process.**

- The CLA Assistant Principals, Social Worker, and Parent Liaison will develop strategies to make parents feel welcome and to recruit parents to become engaged in the life of the school and to review and monitor the UIP plan.
- The CLA Principal and staff will inform parents about their legal rights under Title I during the Student Led Conferences.
- The CLA Principal will update parents on the schools' assessment data, ranking on the School Performance Framework, and how the Title I funding is used to support students who have achievement gaps.
- In addition, the school compact and the school registration contract will be reviewed revised with the parents.
- A contract describing the expectations about what the school, parents, and students will do to create a positive learning environment will signed by the student and parents during registration.

**Goal: To conduct Home Visits and collect data to determine a baseline.**

- The CLA staff will conduct home visits to inform parents/guardians about student progress in classes, to discuss attendance, and to recruit parents to get involved in the school.
- Visits will be targeted by zip code in various parts of Denver.
- The CLA assistant Principal will seek a grant to fund home visits by teachers and other staff and for other resources needed by families with hardship situations (need bus passes, food, etc.)
- The CLA Parent Liaison, Social Worker and Assistant Principal will develop a method to collect data and monitor the process during the 2010-11 school year.

**Goal: To create a Parent Community/Resource Room in CLA during the 2010-11 School Year.**

The CLA Principal and staff will create a Parent Community/Resource Room to create a welcoming environment for parents in the school. The expectation is to recruit parents to become engaged in the life of the school.

**Goal: To develop a survey to determine areas where parents may want to volunteer at CLA.**

- We need input from parents for how they might be able to volunteer.
- CLA does not have a feeder system.
- CLA students attend from various DPS schools and the Metro area.
- CLA will create a parent survey to determine ways to engage parents in the life of the school.

**Goal: To develop opportunities and strategies for communication with CLA parents and community members**

Contemporary Learning Academy believes communication with our parents and community is vital and will include:

- Mailings of important information and the school newsletter.
- Spanish Translation materials and communications to parents.
- Teacher phone call to parents (6 calls by teachers documented and turned in to an administrator)
- Updated information on the school web-site at CLA@dpsk12.org
- Regular use of the school dialer from Infinite Campus to report student attendance and tardies.
- Regular use of the school dialer from Infinite Campus to remind parents/guardians of upcoming events.
- Use of mass e-mails to remind parents/guardians of upcoming events.
- Back-To-School Night held within the first two weeks of school each year. Community resources will be made available to parents and students.
- Student Led Conferences scheduled in the evening to encourage parental participation. Included in the conferences will be an update on College and Post Secondary Readiness.
- Progress reports scheduled on September 16,2010, October 14, 2010, January 6, 2010, January 27, 2010, February 3, 2011 ( Students are required to return progress report with a signature.), March 24, 2011, April 7, 2011, April 28, 2011, and May 5, 2011 (Students are required to return the progress reports with a signature.)
- Report cards are mailed to parents.
- Counselors hold a one on one conference with the parents/guardians of senior students in jeopardy of not graduating from Contemporary Learning Academy. Counselors discuss the Senior contract, grades and credits needed for graduation.

**Goal: To inform parents and community members about college readiness, access to college, and post secondary opportunities**

- The CLA Assistant Principal, counselors, and parent liaison will provide resources to students and families to inform them about post secondary options and career opportunities (Back to School Night, Student Led Conferences, Career Education Center Opportunities for career exploration and development and Advisement).
- The CLA Assistant Principal, counselors, and parent liaison will create a parent workshop about Getting their Student to College and will inform them about ASCENT, Career and Technical Education Training, and Financial Aid (partner with Community College of Denver, Goodwill Industries, College in Colorado, DPS Foundation, Marquez Foundation).

| Strategy/Goal/Objective  | Primary Responsibility             | Secondary Responsibility | Budget Identification                             |
|--|------------------------------------|--------------------------|---|
| School Improvement Plan including Pedagogical Content Knowledge, Professional Development, Parent Engagement, and Post Secondary Readiness | Principal and CSC                  | Staff                    | General Fund Budget aligned to Strategic Plan     |
| Reading Goal (UIP)   | Principal, CSC, English Dept Chair | English Department       | School General Fund and English Department Budget |
| Writing Goal (UIP)   | Principal, CSC, English Dept Chair | English Department       | School General Fund, English Department Budget    |
| Math Goal (UIP)  | Principal, CSC, Math Dept Chair    | Math Department          | School General Fund and Math Department Budget    |

| Strategy/Goal/Objective  | Primary Responsibility  | Secondary Responsibility                                       | Budget Identification                                  |
|--|---|--|--|
| Title I legal rights of Parents                                |   |  |  |
| Home Visits  | Assistant Principals, Social Worker, Parent Community Liaison       | Teachers   | Apply for grant for additional funding to pay teachers |
| Community/Resource Room  | Principal, Assistant Principal, Parents, Community Liaison          | Support staff  | Apply for grant to fund resources and supplies         |
| College and Career Readiness                                   | Counselors, Assistant Principal, Parent Community Liaison, Teachers | Support staff  | Grant  |
| Advisory   | Teachers, Counselors, Principal, Assistant Principals               | Support Staff and Dept. Chairs                                 | School General Fund                                    |
| Freshmen Academy Focus Goal                                    | Principal, SAL, CSC   | Counselors, Support Staff, and Teachers                        | Grant  |
| Impact/Interventions   | Principal, Administrative Team                                      | Department Chairs  | School General Fund                                    |
| Credit Recovery Classes/APEX                                   | APEX Teachers   | Principal and Assistant Principals                             | District Stimulus Funding                              |
| ACT classes/Impact   | ACT Class Teachers, Principal, and Assistant Principals             | Counselors   | School General Fund                                    |
| Professional Development focus on developing Academic Language | Principal, Assistant Principal, SAL                                 | Departments Chairs and Departments                             | District Staff Development Budget, School General Fund |
| Parent Communications  | Principal, Administrative Team                                      | Administrative Team, Counselors, Parent Liaison, Support Staff | School General Fund                                    |
| Attendance Intervention  | Principal, Administrative Team                                      | Attendance Committee   | School General Fund                                    |

Appendix B: Parent School Agreement 2010/2011

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

**Contemporary Learning Academy-Parent Agreement 2009-2010**

| School Responsibilities<br>Contemporary Learning Academy will:   | Parent responsibilities<br>As parents, we will:   | Student Responsibilities<br>As a student, I will:   |
|--|---|---|
| <ol style="list-style-type: none"> <li>1. Monitor students to ensure that all students attend 80% of the time during entire school year</li> <li>2. Provide high quality curriculum and instruction from highly qualified teachers in a supportive learning environment.</li> <li>3. Schedule student/parent/teacher conferences as needed.</li> <li>4. Provide parents with student progress reports at 4 and 8 weeks of each trimester.</li> <li>5. Contact parents regarding outstanding student performance and when attendance, behavior, or academic concerns arise.</li> <li>6. Provide parents an opportunity to visit student classes.</li> <li>7. Provide support classes to students who are not at grade level.</li> <li>8. Provide each student a safe learning environment.</li> <li>9. Ensure that every student receives quality instruction that meets his academic needs.</li> </ol> | <ol style="list-style-type: none"> <li>1. Guarantee student attendance 80% of the time during the entire school year. Provide written or verbal notification to attendance secretary of all excuse absences.</li> <li>2. Ensure that all assignment are complete</li> <li>3. Ensure that my student attend after school tutoring if assigned.</li> <li>4. Review and sign 4 and 8 week progress reports</li> <li>5. Participate in student led conferences each trimester throughout the year.</li> <li>6. Participate in decisions relating to my child's education.</li> <li>7. Notified the school of any changes in residency, including change of phone number.</li> </ol> | <ol style="list-style-type: none"> <li>1. Attend school at least 80% of the time during the entire school year. Failure to do so may result in loss of credit.</li> <li>2. Forth effort towards demonstrating high quality achievement on every assignment.</li> <li>3. Set reasonable and appropriate academic goals.</li> <li>4. Earn credit for every class.</li> <li>5. Attend after school tutoring session if required.</li> <li>6. Complete all assignments on time</li> <li>7. Sign my 4 and 8 week progress report to my parent/guardian and return it with signature the following day.</li> <li>8. Attend all classes on time.</li> <li>9. Abide by all school and district rules and policies.</li> <li>10. Complete all standardized test to the best of my ability as required by the school and district.</li> <li>11. Be responsible for my bus pass</li> </ol> |

School Representative \_\_\_\_\_

Date \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

### Appendix C: Professional Development Plan

#### Academic Vocabulary and Questioning

**Rational/Theory of Action:** If teachers have additional strategies for building academic vocabulary, students will build reading skills and depth of content knowledge

**Key Goals and Outcomes:**

- Teachers will show proficiency in using multiple graphic organizers based on student needs and content objectives

**UIP PD Action Step:**

- Common Book Study: Inside Words
- SIOP Lesson Plan Format

#### Common Book Study: Inside Words Implementation Plan

| PD best practice and resources  | Leadership     | Trimester 1   | Trimester 2  | Trimester 3                     |
|---|----------------|---|--|---------------------------------|
|   | Principal/AP   | Purchase Books<br>Visit each Department Meetings during Book discussions at least once  | Visit each Department Meetings during Book discussions at least once | n/a                             |
| Teacher to Teacher<br>Small Group<br>Large Group<br>(Jigsaw)              | Teacher Leader | Develop and deliver PD on Inside Words Book Part 1 (August)<br>Develop and deliver PD on Inside Words Book Part 2 (September 17)                        | Develop and deliver PD on Inside Words Book Part 3 (January 4)       | n/a                             |
| Protocols from <a href="http://www.nsrharmony.org">www.nsrharmony.org</a> | Teacher Leader | Facilitate dept meeting discussion on graphic organizers used. What worked well and where improvements are needed.<br>Dept Meetings: 9/29, 10/20, 11/17 | Dept Mtgs: 12/15, 1/12, 2/9  | Dept Mtgs: 4/6(creating a BOE)) |

#### SIOP Lesson Plan Format

| PD best practice and resources | Leadership                         | Trimester 1  | Trimester 2                            | Trimester 3 |
|--------------------------------|------------------------------------|--|--|-------------|
| Training on Teacher Portal     | DPS Expert                         | Training on mechanics of teacher portal lesson plan system (8/13/10)           |  |             |
|                                | Assistant Principal:<br>Ms. Guzman | Ms. Guzman will develop a SIOP lesson plan template to use with Teacher Portal | Continued Instruction on SIOP protocol |             |

#### Increasing Academic Growth



**Rational/Theory of Action:** If teachers have time to work in their departments they will be able to spend more time looking at data, student work and developing professional learning

**Key Goals and Outcomes:**

- Teachers will be able to use data to make changes to their instruction in real time.
- Teachers will use a collection of assessments when making instructional decisions
- Teachers will conduct professional learning discussions on student work.

**Plan Overview**

| PD best practice and resources   | Leadership      | Trimester 1  | Trimester 2   | Trimester 3   |
|--|-----------------|--|---|---|
|  | Principal/AP    | Review and approve plan  |   |   |
|  | RtI Specialist  | RtI Specialist will meet weekly to work with departments on data analysis as follows<br>LA Specialist: English and Social Science<br>Math Specialist: Math and Science<br>Electives will be joint responsibility |   |   |
| Protocols for breaking down data<br><a href="http://www.nsrffharmony.org">www.nsrffharmony.org</a><br>Results Now by Michael Schmoker<br>Data Wise: Step-by Step Guide to Using Results to improve Teaching and Learning | RtI Specialists | Data Analysis during common plan schedule<br>9/15, 10/6, 11/3<br><br>Data analysis and discussion will occur for MAPs, Acuity Predictive, ACT, Course Assessments and CSAP                                       | Data Analysis during common plan schedule<br>12/1, 1/5, 1/19, 2/2 | Data Analysis during common plan schedule<br>3/9, 3/23, 4/20, 5/4, 5/18 |
| Assessment Day<br><a href="http://www.nsrffharmony.org">www.nsrffharmony.org</a><br>Results Now by Michael Schmoker<br>Data Wise: Step-by Step Guide to Using Results to improve Teaching and Learning                   |                 | Data Analysis during Assessment Days<br>9/17, 1/14, 5/27   |   |   |

**Pedagogical Content Knowledge**

**Rational/Theory of Action:** Constructivist, critical thinking and reflection. Through PD, learning walks, administrative department team meetings and assessments. Increase Pedagogy content knowledge. Development and implementation of access to academic language. Performance Indicators-

- CSAP scores.
- Stronger teacher/student relationships.
- Free use of teacher strategies (need baseline surveys).

- Students' writing sample.

**Key Goals and Outcomes:** Goals! Understanding of explicit instruction of academic language through lesson preparation, interactions and strategies. Teachers will improve student achievement through explicit instruction and meaningful relationships. Students will be able to understand and use academic language and how to access their learning and how to access their learning through different entry points through teachers' co-construction of learning and explicit instruction.

**Plan Overview:**

| PD best practice and resources   | Leadership  | Trimester 1   | Trimester 2  | Trimester 3    |
|--|---|---|--|----------------|
| Lily Wong  | Principal, AP's, Teacher Leaders. RTI Specialists | 9/3, 10/8, 11/5,  | 12/3, 1/7 2/4,   | 3/11, 4/8, 5/6 |
| Module 1.1 and lesson prep. (Pg. 98) with rubrics and success indicators. "Inside Words" book (school book study).                     |   | 9/3   |  |                |
| Team meetings- Discuss lesson preparation, class observations, looking at student work in department meetings and language objectives. |   | Ongoing   |  |                |
| Module 1.1 Interactions rubrics and success indicators.  |   | 10/8<br>Students' writing samples (expository or dept. choice).<br>Learning walks (lesson prep.). |  |                |
| Module 1.2   |   | 11/5  |  |                |
| Module 1.3   |   |   | 1/3  |                |
| Module 2.1   |   |   | 1/7<br>Students' writing samples (expository or dept. choice).<br>Learning walks (interactions). |                |
| Modules 3, 4, 5. Follow up in team meetings.   |   |   | 2/4  | 3/11, 4/8, 5/6 |

**Appendix D: Post Secondary Readiness Plan**

| College Readiness Activity | Person(s) Responsible | Grade Level | Timeline | Description of Activity | Expected Outcome Evaluation |
|----------------------------|-----------------------|-------------|----------|-------------------------|-----------------------------|
|----------------------------|-----------------------|-------------|----------|-------------------------|-----------------------------|

| College Readiness Activity                | Person(s) Responsible              | Grade Level | Timeline   | Description of Activity   | Expected Outcome Evaluation  |
|---|------------------------------------|-------------|--|---|--|
| Personal Education Plan for all students  | Counselors and Advisement Teachers | 9-12        | Sept. 30 <sup>th</sup> – 12 <sup>th</sup> grade<br>Oct. 31 – 9-11 <sup>th</sup> grades | Students will select classes on Naviance that they are currently taking and classes that they plan on taking while in high school. Students will also choose classes that relate to their post-secondary and career goal. | 100% of students will have a Personal Education Plan on Naviance.                    |
| Denver Scholarship Foundation             | Robin Russell                      | 12          | Once-twice a month   | Seniors will meet with Robin Russell to discuss a post-secondary plan and fill out applications.  | 100% of seniors will conference with Robin Russell during the 2010-2011 school year. |
| Scholarship searches                      | Counselors and Advisement Teachers | 11-12       | Monthly  | Students will use College in Colorado and Naviance to search and apply for scholarships.  | 100% of students will search for scholarships.                                       |
| District College Fairs                    | Counselors                         | 11-12       | Fall and Spring  | Students will attend College Fairs sponsored by DPS.  | Document a list of students who attend the fair.                                     |
| Visits from College Enrollment Counselors | College Counselors                 | 9-12        | Once per month   | College counselors will come to CLA and meet with students who are interested in learning more about what their college has to offer.   | Document a list of students that will meet with the college enrollment counselor.    |
| FAFSA night                               | Robin Russell and Counselors       | 12          | February 2011  | Seniors and their parents will attend a FAFSA night workshop in order to accurately complete their FAFSA application.   | Document a list of students and parents that attend FAFSA night.                     |
| Grade level class meetings                | Counselors                         | 9-12        | Once per trimester   | Counselors will meet with grade level Advisement classes to discuss post-secondary goals/plans.   | All students will have a meeting with a counselor in Advisement once per trimester.  |
| Vocations Class                           | Phil Zimmerman                     | 9-12        | 1 class section per trimester  | Students acquire job readiness skills and post-secondary awareness.   | Students will earn a passing grade Vocations class.                                  |
| First Responder Class                     | Paula Herrmann                     | 10-12       | 3 sections per trimester   | Students learn the skills necessary to provide emergency medical care with a limited amount of equipment in a variety of situations.  | Students will be capable of performing First responder functions at the entry level. |
| College Prep Lit and Comp Class           | Judy Reese                         | 12          | 1 section for trimester 2 and 3  | A high school course that prepare students to acquire college writing skills.   | Students will earn a passing grade in College Prep Lit and Comp class.               |
| Individual Counselor Meetings             | Counselors                         | 9-12        | Ongoing  | Students will meet with their counselor throughout the school year to discuss academic and post-secondary goals.  | 100% of students will conference with their counselor.                               |
| Career Interest Surveys                   | Counselors and Advisement Teachers | 9-12        | Ongoing  | Students will take career interest surveys on Naviance and College in Colorado.   | 100% of students will be able to identify their career cluster.                      |
| Concurrent Enrollment                     | Counselors                         | 12          | Trimester 2 and 3  | Students will take classes based on their PEP career focus and post secondary goal at Community College of Denver and Emily Griffith Opportunity School.  | Students will pass their classes at CCD and Emily Griffith.                          |

| College Readiness Activity   | Person(s) Responsible              | Grade Level | Timeline                | Description of Activity  | Expected Outcome Evaluation   |
|--|------------------------------------|-------------|-------------------------|--|---|
| CEC referrals  | Counselor                          | 11-12       | Trimester 1-3           | Counselors will work with students to help them apply to programs at CEC that relate to their post-secondary goal. | Students will pass their class at CEC.                                    |
| Personal statements/ college essays  | Counselors and Advisement teachers | 11-12       | Spring/March 2011       | Students will write a personal statement / college essay and submit it on Naviance.                                | All 11-12 graders will submit a personal statement.                       |
| APEX/credit recovery   | Teachers/ counselors               | 9-12        | Ongoing                 | Students take credit recovery classes using APEX.  | Students will acquire credits for graduation                              |
| CU Boulder Trip  | Counselors                         | 11-12       | October 2010            | Students with an interest (based on PEP) in attending a 4 year university will be invited to visit CU Boulder.     | Counselors will submit a sign in list of students.                        |
| DPS Higher Education EXPO at Auraria   | Counselors                         | 9-12        | March 18, 2011          | Based on DPS criteria, students will be invited to tour the Auraria Campus.  | Students will sign up on a list. Students will be given a Student survey. |
| ACT classes  | Teachers and Counselors            | 11          | Ongoing                 | Grade 11 students will take an ACT class in math or language arts.   | Students will pass the ACT class.   |
| ACUPLACER test   | Counselors                         | 11-12       | Ongoing                 | Students will take the ACCUPLACER exam.  | Student results will be used to determine classes they need to take.      |
| We plan to offer 030, 060, 090 college classes.  | Counselors                         | 10-12       | Ongoing                 | Use CE and Marques Grant to fund classes.  | Student grades.   |
| PLAN Test  | Counselors, teachers, SAL          | 10          | Trimester 1             | Students will take the PLAN exam.  | Student test results  |
| Grade 9 Academy  | Teachers, Counselors               | 9           | Trimester 1             | Grade 9 students will be invited to attend a Study Skills class. (This is a grant based project.)                  | Attendance and grades   |
| Parent Workshops to include on college readiness (ASCENT, COF, and financial information.) | Counselors, DSF, Gary Cooper       |             | 1 session per trimester | Parents will be invited to a workshop during student lead conferences.   | Attendance sign in sheet  |
| Field trips  | Counselors                         | 9-12        | Ongoing                 | Counselors will take students on college field trips.  | Sign sheets and surveys.  |
|  |                                    |             |                         |  |   |

**Appendix E: Technology Plan – revised October, 2010**  
**Three Year ILT Plan Instructions**

- Schools' ILT plans are aligned with their UIP's
- ILT Evaluation Rubric to be completed yearly.

- The 3 Year ILT Plan will be written in a provided Word template.
- Plan will outline how schools will become *Proficient* in all of the Evaluation Rubric's defined categories.

## I. Three Year ILT Plan Sections

1. **Define how your school's ILT Plan is aligned with your school's School Improvement Plan (UIP).**
  - a. How is it linked to enhancing student performance?

The Contemporary Learning Academy (CLA) is an alternative high school program where students enroll after being referred/accepted from their home high schools. Most of the CLA student referrals are due to students having issues with at least one or a combination of problems with student attendance, student grades (not earning credits), and/or student behavior.

CLA's ILT Plan is aligned with the CLA UIP such that student performance is enhanced by operating appropriate ILT standards for students to support student academic growth. The ILT plan is essential to improving student learning through the use of information literacy and technology where

- (1) student learning/understanding is enhanced/developed through ILT experiences
- (2) staff instructional strategies are broadened to include ILT amongst a variety of strategies and ILT goals for students, and
- (3) collection of student data through software programs drives school improvement strategies.

CLA SIP focuses on 4 main areas

- a. CLA UIP Focus- Student Academic Achievement: The CLA ILT Plan supports this by increasing the ratio of computer to student success that students have access to computers. This provides research, learning, and writing access as well as an alternative learning strategy/engagement for student learning. The plan also includes training for CLA staff to use technology in the classroom to engage/advance student learning. The plan also includes a ten classrooms with N-Computing and additional computers added to labs and classrooms.
- b. CLA SIP Focus- Student Attendance Achievement: The CLA ILP Plan includes on-going training for student/parents/guardians for Infinite Campus such that student/parents/guardians are active participants knowing the student attendance.
- c. CLA SIP Focus—Student Behavior Achievement: The CLA ILP Plan includes on-going training for student/parents/guardians for Infinite Campus such that student/parents/guardians are active participants knowing the student behavior communication.
- d. CLA SIP Focus- Parental Involvement: The CLA ILP includes supporting the CLA Advisement Classes for the quarterly Student Led Conferences where students are accessing information through technology to present to their parents.

- b. How is it linked to the school's overall budget, staffing and resource allocation decisions?

CLA's ILT plan is linked with the CLA General Fund Budget such that the CLA General Fund supports tech purchases (10 N-Computing Classrooms; Tech Supplies; One ProTech; and other tech supports.)

CLA's ILT plan is linked to the overall budget to assist in supporting the ILT costs to meet ILT standards and the UIP.

CLA's ILT plan is linked to CLA staffing and resource allocation decisions in order to support ILT standards.

CLA hosts three main computer labs.

In addition several classrooms have student computers for ILT which are integral parts of student learning.

In Spring 2010, from the school general fund, CLA was able to essentially replace one full computer lab with new computers and also purchase ten classroom set-ups with N-Computer set-ups. Each classroom set-up consisted of one main computer and five additional computer stations, therefore serving 60 computer stations in 10 classrooms (six computer station per each classroom.) (See chart at end.) Additionally, CLA purchased an entire standing computer lab and distributed older computers out to classrooms and if non-working, had them picked up by district.

## 2. What are two measurable, academic goals defined in your UIP and how does this ILT plan support these goals?

**Goal:** 75% of students enrolled at Contemporary Learning Academy will show growth on MAPS Reading tests by one (1) RIT range if enrolled for Fall, Winter and Spring testing and will show a growth of five (5) points if taking only two tests in Winter and Spring.

(85% of CLA students read below grade level. The goal of CLA is to catch-up students, then keep-up and move-up students in their reading.)

ILT supports this goal by

- 1) supporting students in their progress of being able to read/comprehend towards a higher grade level where student learning/understanding is enhanced/developed through ILT experiences.
- 2) supporting staff in their instructional strategies, techniques, and student achievement goals using ILT.
- 3) supporting up-to-date technology at CLA where students are able to be assessed in their Reading, Language and Math three times yearly with immediate data feedback. The data drives instructional strategies and interventions to continue to support CLA students in advancing in their reading, Language Arts and mathematics. . IN 2010, students will be taking additional assessments such as the Pre-ACT on line, Acuity testing, Assess, Plan, etc.

**Goal:** To increase student academic content language and vocabulary through the use of the SIOP Instructional model and staff growth using reading strategies to support ELL learners and readers below grade level. Using the technology at CLA to have students read and respond in writing on computers during testing and in class assignments which will give students guided practice in reading, understanding and writing on line, as well as researching and expanding growth in reading.

ILT supports this goal by

- 1) supporting students in their progress of being able to understand/learn through a variety of methods including ILT standards that support deepening of student comprehension/understanding.
- 2) supporting staff in their instructional strategies, techniques, and student achievement goals using ILT.
- 3) supporting up-to-date technology at CLA where data is collected, recorded and review in order to monitor student progress in their grades of courses of current enrollment as well as credit recovery for students. Infinite Campus will be the vehicle by which students and their advisors will check and review grade progress weekly and realize/complete missing assignments.

- a. What are the expected improvements, as driven by your school's ILT program, that will lead toward accomplishing your UIP's academic goals?

The expected improvements in CLA's ILT plan are that students and staff will be supported through ILT to accomplish the academic goals in the following ways:

- (1) student learning/understanding is enhanced/developed through ILT experiences. Students who read and write about their learning retain information longer and deeper than students who do not.
- (2) staff instructional strategies are broadened to include ILT amongst a variety of strategies and ILT goals for students, and
- (3) collection of student data through software programs drives school improvement strategies including student assessment via computer software.

**3. Describe how your school will offer teacher professional development focused on student learning and the district's ILT standards.**

CLA offers both school wide and differentiated professional development focused on student learning and the district's ILT standards. CLA accomplishes this by an annual needs assessment survey given in the first quarter of the school year, from which data is collected and a school year professional development plan focuses on the needs according to survey results. This school year professional development plan calendars monthly ILT objectives in professional development to teachers so that student learning and district ILT standards are supported.

CLA ILT Professional Time is scheduled a minimum once per quarter and additional as needed due to staff interest to support work with students.

CLA Professional Times are set up such that Professional Development is differentiated such that CLA Teachers who use tech present Professional Development to various groups based on needs. This plan includes CLA Teachers teaching the topics of blogging, clicker systems, use of scanners and document readers, wikis, flip cameras, how to use technology in the classroom, how to have students use technology in their learning, and additional as determined by CLA ILT survey/as needs develop.

**4. Describe how your school will address any of the areas on the ILT Evaluation Rubric where your school falls into the *Unsatisfactory or Partially Proficient* categories.**

CLA serves students in grades 9-12 and was defined as a department as students had not received high school diplomas from CLA. In the Spring of 2010, CLA will graduate its' first class with diplomas from CLA.. CLA serves up to 350 students at a time.

The CLA administrative team was newly formed at the 2008-09 and again in 2010-11 school year. Previous to the 2008-09 school year, attention to ILT at CLA was at a standard with room for growth. CLA is well aware of the importance, value and mission of the ILT plan and is committed to continued growth to meeting and exceeding ILT standards.

Upon approval of the Instructional Superintendent, CLA staffing allocations were adjusted for the 2009-10 school year to focus on catching up students (over 85% of CLA students are below grade level in reading, writing, language, and math) in the areas of literacy and mathematics with focused interventions. Those staffing adjustments resulted in two additional FTE's in each literacy (Language Arts) and math, and three intervention teachers. Previously, CLA was not staffed with a technology teacher.

In 2010-11, CLA will support technology with the 1 FTE pro tech, 1 CTE teacher in business qualified to teach technology. Upon review of the ILT plan, CLA recognizes the value, mission and importance of a technology teacher. A library tech will support library services in 2010-11 .

According to the ILT Evaluation Rubric, CLA falls into proficient and advanced in some categories. CLA will address the categories of unsatisfactory with intentional planning/timelines of implementation/attainment of minimum proficiency.

- ✓ ILT Instruction: There is some initiation of the library tech with classroom teachers in coordinating separate instructional activities. There will be more initiation of the library tech with classroom teachers to move toward proficiency in this category. There currently is teaching of students and staff on how to effectively use LION catalog—this will continue to reach proficiency.

- ✓ Student Access to ILT Resources: CLA is proficient and approaching advanced in supporting ILT resources for students.
- ✓ Staffing for ILT: In 2010-11 CLA will support technology with the 1 FTE pro tech, 1 CTE teacher. and. CLA recognizes the value, mission and importance of a technology teacher and has hired a CTE in business who also will teach technology classes.
- ✓ Technology Equipment Guidelines: CLA is at minimum and approaching advanced in technology equipment guidelines.
- ✓ Library Media Center Resource Collection: CLA is proficient in the ILT Evaluation Rubric.
- ✓ Library and Technology Resource Budget: CLA is proficient in the ILT Evaluation Rubric.

**5. Describe how your school will ensure that all teachers and students meet the district's defined ILT standards. Progress Report Indicators, Elementary ILT Standards Matrix, and Secondary ILT Standards Matrix can be found on the DPS Information Literacy and Technology site, <http://ilt.dpsk12.org>.**

CLA will ensure that all teachers and students meet

- A. Through our CLA Dept Chair Meetings, we will gather data with respect to the technology use/implementation at CLA. Given the data, areas of focus are rolled out with professional development; timeline for implementation, and accountability/follow-up next steps on an on-going basis.
- B. Implementation Plan for students as efficient information & technology users: through professional development of teachers, teacher implementation of technology use in classroom, & accountability/follow up by admin
- C. Students are locators of library and internet information;
- D. Students are users of online electronics, printing, and researching;
- E. Students are users of library catalog (LION) by having the LMC Tech regularly work with the Lang Arts & Social Studies Departments such that each class is using LION at least three times per quarter.
- F. Students are constructors of knowledge and producers of knowledge supported by/with ILT through all classes where technology is used in every class at CLA (including PE where students research and write articles regarding health).
- G. Students are responsible citizens and well-rounded ILT users through their ILT work at CLA.

**6. For elementary, K-8 and middle schools: describe how your school is addressing the Library and Technology Standards included on the district's standards based progress report.**

**N/A: CLA serves students in the grades 9-12 which does not use the district's standards based progress report.**

**7. List the members of your school's ILT Planning Committee involved in the writing of this plan:**

- a. *Teachers* Evan MacFarlane, Seth Schy
- b. *Administrators* Lydia Guzman, CLA Assist Prin, Sally Stanley, Principal
- c. *Librarian* Shelly Rankin
- d. *Technology Teacher* Kevin Zepp
- e. *School Support Staff* TBD (CLA 1 FTE Pro Tech/STR from general fund)
- f. *Community Member(s)*
- g. *Students*
- h. *Others*



8. **Outline your school's three-year ILT budget and purchasing plan and how these purchases will connect with your school's instructional programs.** *Include computers, peripherals and other digital devices (printers, digital projectors, etc.), instructional software, instructional media (e.g., DVDs, CDs, video tapes), and repair contingencies. Also include the dollar amount projected for each of these expenditures and the associated funding source.*

Computer Labs are on a rotation plan for upgrading.

Teacher Computers will be laptops as purchased through the Laptops FOR Teachers Program in 2010-11.

**Note:** For the three-year ILT budget/purchasing plan CLA is focusing on the following three items to get these supports every classroom at CLA.

1. Clicker System supports student performance: monitors progress with student 'clicker' system. The Classroom Performance System (CPS) provides feedback by the use of multiple choice questions, allows students to view questions and the answers they have entered. This also allows teachers to quickly assess what students do not understand and re-teach skills immediately.
2. Document Projector-- combines digital visualizer elements into a high quality, yet easy-to-use classroom presentation tool. Connected to an LCD projector or to a TV, this document camera takes a picture or video of objects such as books, maps, or even hand-written notes and makes them large enough for classroom viewing. Extensive visual effects, such as picture-in-picture capabilities and split screen functions for saved and live images/video enable users to reference previously saved images while simultaneously projecting live video as well.
3. Mimio-- is a digital recorder that attaches to any whiteboard to make it an electronic, interactive whiteboard. With built-in batteries, it can record your notes without even being attached to a computer. Information can be downloaded to a computer later

| Class Room Computers |   | N Computing Rather Than Stand Alone |             | Purchased with General Fund 08-09 |
|----------------------|---|-------------------------------------|-------------|-----------------------------------|
| Language Arts        | 7 | \$ 2,746.24                         | \$19,223.68 |                                   |
| Social Studies       | 3 | \$ 2,746.24                         | \$8,238.72  |                                   |
| Total                |   |                                     | \$27,462.40 |                                   |

| CLA Computer Labs AND Rooms with Computers |                            |                        | Information                  |                    |                   | Tech Plan Updated as needed          |
|--|----------------------------|------------------------|------------------------------|--------------------|-------------------|--------------------------------------|
| Room#                                      | Max # of Computers         | Current # of Computers | Age of Computers             |                    |                   | Date of most recent update: 2/24/09. |
|  |                            |                        | Age is three or more yrs old | Age is 2 years old | Age is 1 year old |                                      |
| 181 (CTE)                                  | 20                         | 2                      | 2                            |                    |                   | Plan for Room                        |
| 120 (1st FI)                               | 19                         | 19                     |                              |                    | 19                |                                      |
| IMC  | 4 Regular or 7 n-computing | 7 n-computing          |                              | 7                  |                   |                                      |
| 207  | 19                         | 18                     |                              |                    | 18                |                                      |
| 201/202                                    | 8                          | 12 n-computing         |                              | 12                 |                   |                                      |

|            |    |    |  |    |    |                              |
|------------|----|----|--|----|----|------------------------------|
| 256        | 19 | 18 |  |    | 18 |                              |
| 301        | 8  | 6  |  | 6  |    | Drama Classroom              |
| 304        | 20 | 16 |  | 16 |    | Replace 10/11, CTE Classroom |
| 317        | 7  | 0  |  |    |    |                              |
| Mobile Lab |    |    |  |    |    |                              |

Yearly ILT Evaluation Rubric

Denver Public Schools  
**SCHOOL INFORMATION LITERACY AND TECHNOLOGY PROGRAM // EVALUATION RUBRIC**  
 2010-2011 SCHOOL YEAR

**School CLA**

Evaluator Stanley

| CATEGORY   | UNSATISFACTORY  | PARTIALLY PROFICIENT   | PROFICIENT  | ADVANCED   |
|--|---|--|---|--|
| <b>INFORMATION LITERACY AND TECHNOLOGY INSTRUCTION</b>               |   |  |   |  |
| <p><b>Teacher / Librarian / Technology Teacher Collaboration</b></p> | <p>The teacher librarian and the Technology Teacher conduct their classes independent of the other classroom teachers.</p> <p>Example: The teacher librarian is doing a unit on location skills and the Technology Teacher is doing a unit on search engines.</p> <p style="text-align: center;"><b>Independent Instruction</b></p> | <p>The teacher librarian <b>OR</b> the Technology Teacher cooperates with teachers and students providing a variety of resources and services.</p> <p>Example: The teacher librarian provides a list of primary sources on the Reconstruction to the American History teacher as requested <b>OR</b> the Technology Teacher provides a bookmarked list of web sites.</p> <p style="text-align: center;"><b>Cooperation</b></p> | <p>The teacher librarian <b>OR</b> the Technology Teacher initiates interaction with classroom teachers in coordinating instructional activities that are taught separately.</p> <p>Example: The teacher librarian, the Technology Teacher and the American History teacher are all working with Reconstruction primary source materials. They have planned their lessons independently.</p> <p style="text-align: center;"><b>Coordination</b></p> | <p>The teacher librarian <b>AND</b> the Technology Teacher assume a leadership role in planning collaborative instructional activities that result in co-teaching. The Teacher Librarian provides a wide range of ideas that support teachers in providing effective instructional units.</p> <p>Example: The teacher librarian, the Technology Teacher and the American History teacher co-planned the lesson using primary source materials from the Reconstruction. They each play an integral part in the delivery and evaluation of the lesson. They share responsibility for student growth against the lesson objectives.</p> |

|  |                          |                                     |                          |                          |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|
|  |                          |                                     |                          | <b>Collaboration</b>     |
|  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| CATEGORY   | UNSATISFACTORY  | PARTIALLY PROFICIENT   | PROFICIENT   | ADVANCED  |
|--|---|--|--|---|
| <b>INFORMATION LITERACY AND TECHNOLOGY INSTRUCTION - CONTINUED</b>     |   |  |  |   |
| <b>Instruction</b>   | 21 <sup>st</sup> Century information and technology skills instruction being taught sporadically in the library media center and in the technology lab.                       | The teacher librarian and the Technology Teacher both introduce students and staff to 21 <sup>st</sup> Century information and technology skills, the LION catalog and district databases. | The teacher librarian and the Technology Teacher sometimes present 21 <sup>st</sup> Century information and technology skills and uses active learning strategies. They each teach students and staff how to effectively use the LION catalog, district databases, the Internet and other technological resources. | The teacher librarian and the Technology Teacher presents 21 <sup>st</sup> Century information and technology skills consistently and uses a variety of methods of presentation to make the lessons rich with learning enabling students to become independent learners. They teach students and staff how to use the most effective questions, search strategies, and resources for their learning needs using the most appropriate technologies. They are always searching for new ways to use current and emerging technologies to enhance the learning experience for students. |
|  | <input type="checkbox"/>  | <input checked="" type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>  |
| <b>STUDENT ACCESS TO INFORMATION LITERACY AND TECHNOLOGY RESOURCES</b> |   |  |  |   |
| <b>Resources</b>   | Students do not have regularly scheduled or "as needed" access to computers, the library media center, or other Information Literacy and Technology (ILT) tools and resources | Students have regularly scheduled access to computers, the library media center, or other Information Literacy and Technology (ILT) tools and resources via scheduled class times.         | Students have regularly scheduled and "as needed" access to computers, the library media center, and other ILT tools via an open library media center and open labs.   | Students have regular and "as needed" access to computers, the library media center and other ILT tools via ongoing open availability to ILT resources in classrooms, library and labs. Technology and information resources in the library are a regular part of every curricular assignment.  |
|  | <input type="checkbox"/>  | <input checked="" type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>  |
| <b>Routines</b>  | There are no rituals or routines for handling library materials, technology and student behavior.   | There are few rituals and routines for handling library materials, technology, and student behavior.   | Rituals and routines for handling library materials, technology, and student behavior have been established and function relatively well.  | Rituals and routines for handling library materials, technology, and student behavior are seamless with students assuming major responsibility for efficient operation.   |
|  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input checked="" type="checkbox"/>  | <input type="checkbox"/>  |

| CATEGORY  | UNSATISFACTORY  | PARTIALLY PROFICIENT  | PROFICIENT  | ADVANCED   |
|---|---|---|---|--|
| <b>STAFFING FOR INFORMATION LITERACY AND TECHNOLOGY (ILT) - CONTINUED</b>   |   |   |   |  |
| <b>High Schools</b><br><b>&lt;1500 students</b><br><b>Teacher Librarian</b><br><br><b>Technology Teacher</b><br><br><b>School Tech Rep</b><br><hr/> <b>&gt;1501 students</b><br><b>Teacher Librarian</b><br><br><b>Technology Teacher</b><br><br><b>School Tech Rep</b> | <p>The school employs no licensed teacher assigned to the library.</p> <p>The school employs no Technology Teacher assigned to the computer lab</p> <p>The school has no School Technology Representative (STR) or tech support capacity.</p> <hr/> <p>The school employs at least a .5 Teacher Librarian assigned to the library.</p> <p>AND</p> <p>The school employs at least a .5 Technology Teacher assigned to the computer lab in addition to CTE classroom teachers</p> <p>The school has no School Technology Representative (STR) or tech support capacity.</p> | <p>The school employs at least a .5 Teacher Librarian assigned to the library.</p> <p>AND</p> <p>The school employs at least a .5 Technology Teacher assigned to the computer lab in addition to CTE classroom teachers</p> <p>The school has a .5 staff person serving as an STR and technology support</p> <hr/> <p>The school employs a 1.0 licensed Teacher Librarian</p> <p>AND</p> <p>The school employs a .5 Technology Teacher in addition to CTE classroom teachers</p> <p>The school has a 1.0 staff person serving as an STR and tech support.</p> | <p>The school employs a 1.0 licensed Teacher Librarian</p> <p>AND</p> <p>The school employs a .5 Technology Teacher in addition to CTE classroom teachers</p> <p>The school has a 1.0 staff person serving as an STR and tech support.</p> <hr/> <p>The school employs 2.0 licensed Teacher Librarians</p> <p>AND</p> <p>The school employs a 1.0 Technology Teacher in addition to CTE classroom teachers</p> <p>The school has a 1.0 staff person serving as an STR and tech support.</p> | <p>The school employs a 1.0 licensed Teacher Librarian</p> <p>AND</p> <p>The school employs a 1.0 Technology Teacher in addition to CTE classroom teachers</p> <p>The school has a 1.0 staff person serving as an STR and tech support.</p> <hr/> <p>The school employs 2.0 licensed Teacher Librarians</p> <p>AND</p> <p>The school employs 2.0 Technology Teachers in addition to CTE classroom teachers</p> <p>The school has 2.0 staff persons serving as an STR and tech support.</p> |
|   | <input type="checkbox"/>  | <input checked="" type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>   |

| CATEGORY                                | UNSATISFACTORY  | PARTIALLY PROFICIENT  | PROFICIENT   | ADVANCED  |
|---|---|---|--|---|
| <b>TECHNOLOGY EQUIPMENT GUIDELINES</b>  |   |   |  |   |
| Designated Student Use: Computer Ratio  | Greater than 1:7  | 1:5 to 1:7  | 1:2 to 1:4   | 1:1 or better   |
|   | <input type="checkbox"/>  | <input type="checkbox"/>  | <input checked="" type="checkbox"/>  | <input type="checkbox"/>  |
| Teacher Computers                       | Able to access DPS Student Information System but not simultaneously with other programs.<br><i>Windows:</i> Windows XP and 128 MB RAM<br><i>Apple:</i> OS X and 128 MB RAM         | Able to access DPS Student Information System while simultaneously using other software and web-based applications.<br><i>Windows:</i> Windows XP and 256 MB RAM<br><i>Apple:</i> OS X and 256 MB RAM | Able to access DPS Student Information System while simultaneously using other software and web-based applications.<br><i>Windows:</i> Windows XP and 512 MB RAM<br><i>Apple:</i> OS X 10.3 or higher and 512 MB RAM | Able to access DPS Student Information System while simultaneously using other software and web-based applications. Is connected to a computer projector or TV set for class presentations.<br><i>Windows:</i> Windows XP or Vista and 2 GB RAM<br><i>Apple:</i> OS X 10.5 and 2 GB RAM |
|   | <input type="checkbox"/>  | <input type="checkbox"/>  | <input checked="" type="checkbox"/>  | <input type="checkbox"/>  |
| Average Age of Computers                | Older than five years   | Four to five years old  | Three to four years old  | Two years old or less   |
|   | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input checked="" type="checkbox"/>   |
| Computer Replacement                    | Every five years or more  | Every four to five years  | Every three to four years  | Every three years   |
|   | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input checked="" type="checkbox"/>   |
| Current Average Computer Specifications | <i>Windows:</i> GX150-240 running Windows 2000-XP<br><i>Apple:</i> G3 running 9.2-OSX   | <i>Windows:</i> GX240 running Windows XP<br><i>Apple:</i> G4 running OSX 10.3   | <i>Windows:</i> GX620 running Windows XP<br><i>Apple:</i> G5 running OSX 10.4  | <i>Windows:</i> GX740 running Windows XP or Vista<br><i>Apple:</i> Intel running OSX 10.5   |
|   | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input checked="" type="checkbox"/>   |
| Inventory                               | The school does not have a current inventory of Computers (including OS, RAM, ROM), Printers, Peripheral devices (digital cameras, computer projectors, etc.) and Software licenses | The school only has a partial inventory of its technology equipment and software.   | The school has a complete inventory of its technology equipment and software. The inventory is updated yearly.   | The school has a complete inventory of its technology equipment and software. The inventory is maintained in a database and is updated yearly.  |
|   | <input type="checkbox"/>  | <input type="checkbox"/>  | <input checked="" type="checkbox"/>  | <input type="checkbox"/>  |

| CATEGORY  | UNSATISFACTORY  | PARTIALLY PROFICIENT   | PROFICIENT   | ADVANCED   |
|---|---|--|--|--|
| <b>LIBRARY MEDIA CENTER RESOURCE COLLECTION</b>   |   |  |  |  |
| <p><b>Plan</b></p> <p>There is no evidence of a collection development plan in place. The LMC contains a minimal collection of older, outdated items of varying quality and condition. The collection is not balanced. Curricular needs are not considered in purchasing. Inter-library loan, electronic databases, and Internet are never used.</p> <p><b>Guidelines</b></p> <p><b>Size</b><br/>(Volumes--single titles, exclusive of textbooks, and multiple copies or big books purchased for classroom use.)</p> <p>Less than 10 volumes per student, or 3,500 volumes – whichever is greater.</p> <p>Average age is 1998 or older.</p> <p><b>Average Age of Collection</b></p> | <p>The LMC contains an adequate collection, built by following the DPS Collection Development Policy. The collection provides some required curricular resources. Inter-library loan, electronic databases, and Internet are seldom used. The library collection development plan includes a current collection map. The written collection development plan, including a plan for weeding, is based on the findings in the collection map. Some areas of the collection reflect recent curriculum changes.</p> <p>10 volumes per student, or 3,500 volumes—whichever is greater.</p> <p>Average age is between 1990 and 1992</p> | <p>The LMC contains an exemplary collection of materials that meet most curricular needs of the students and staff. Inter-library Loan, electronic databases, and Internet are available, and used occasionally. The plan includes a current collection map. A written collection development plan, including a plan for weeding, is based on the findings in the collection map. Collection supports current curricular practices and subject areas.</p> <p>Elem/K-8 under 500 = 23vps<br/>Elem/K-8 over 500 = 15vps<br/>MS under 500 = 25vps<br/>MS over 500 = 16vps<br/>HS under 500 = 34vps<br/>HS 500-1000 = 19vps<br/>HS over 1000 = 14vps</p> <p>Average age is between 1993 and 1994</p> | <p>The LMC houses an excellent collection of diverse materials that is responsive to the curricular and recreational reading needs of the students and staff. The collection is regularly enhanced through Inter-library Loan, electronic databases, and the Internet. The plan includes a current collection map. A written collection development plan, including a plan for weeding, is based on the findings in the collection map. Collection meets or exceeds current curricular practices and subject area needs.</p> <p>Elem/K-8 under 500 = 31vps<br/>Elem/K-8 over 500 = 20vps<br/>MS under 500 = 30vps<br/>MS over 500 = 19vps<br/>HS under 500 = 51vps<br/>HS 500-1000 = 25vps<br/>HS over 1000 = 17vps</p> <p>Average age is within 10 years of current date.</p> | <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> |

| CATEGORY                                      | UNSATISFACTORY  | PARTIALLY PROFICIENT  | PROFICIENT   | ADVANCED  |
|---|---|---|--|---|
| <b>LIBRARY AND TECHNOLOGY RESOURCE BUDGET</b> |   |   |  |   |
| <b>Technology Funding</b>                     | The school allocates less than \$18.00 per student from 1998 mill levy or general fund for technology resources.                                  | The school allocates at least \$18.00 per student from 1998 mill levy or general fund for technology resources.   | The school allocates at least \$22.00 per student from the 1998 mill levy and matches it with \$5.00 per student from the general fund for technology resources.   | The school allocates at least \$22.00 per student from the 1998 mill levy and matches it with at least \$10.00 per student from the general fund and other funding resources for technology purchases.  |
|   | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input checked="" type="checkbox"/>   |
| <b>Library Funding</b>                        | The school allocates \$0.00 funds from general fund for library resources. The only library budget is the \$6.00 per student allocated centrally. | The school allocates \$0.00 funds from general fund for library resources. The only library budget is the \$6.00 per student allocated centrally. The school applies for Library Mill Levy Boost Funds. | The school allocates \$6.00 per student in funds from general fund for library resources in addition to the \$6.00 per student allocated centrally. The school applies for Library Mill Levy Boost Funds to bring the collection to the Achieving Level. | The school allocates \$12.00 per student in funds from general fund for library resources in addition to the \$6.00 per student allocated centrally. The school applies for and receives Library Mill Levy Boost Funds to bring the collection to the Target Level. |
|   | <input type="checkbox"/>  | <input type="checkbox"/>  | <input checked="" type="checkbox"/>  | <input type="checkbox"/>  |

The school has received Title monies in 2010-11 and Tech bond monies and will use these monies to upgrade existing computers for replacement and also intends to purchase 35 laptop computers for staff at CLA through the "laptops for Teachers" program, with CLA funding 30% of the cost and the district will fund 70% of the cost. Teacher computers will be moved into additional classrooms to update the number of computers available to students by at least 35 within classrooms and additional labs.

**Title 1 Accountability Provisions Teacher/Paraprofessional Qualifications:**

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

| Description of Action Steps to Implement the Major Improvement Strategy   | Timeline                          | Key Personnel (optional)          | Resources (federal, state, and/or local) | Implementation Benchmarks   |
|---|-----------------------------------|-----------------------------------|--|---|
| Monitoring of all teachers to ensure they are highly qualified  | Summer 2010; ongoing as necessary | Principal                         | Local funds                              | All teachers are highly qualified under NCLB for core programs, Title 1 and special education         |
| The principal will work with Human Resources and hiring committee to attract and maintain highly qualified teachers by <ul style="list-style-type: none"> <li>• Attending job fairs</li> <li>• Creating new teacher mentor program</li> </ul> | Spring 2011                       | Principal<br><br>Hiring committee | None                                     | Our school will retain 95% of the content area staff, as well Title 1 and special education teachers. |