

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 0180  
Official 2014 SPF: 3-Year

District Name: ADAMS-ARAPAHOE 28J School Code: 9396 School Name: AURORA WEST COLLEGE PREPARATORY ACADEMY

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Academic Achievement:** In Reading, Math, Writing, and Science Proficient and Advanced students drop significantly each year throughout middle school.
- **Academic Growth Gaps:** In Reading, Writing, Math, and Science All subcategories in middle school are significantly below 50th percentile.
- **Postsecondary & Workforce Readiness:** ACT mean dropped in the last two years.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Lesson Plans:** Inconsistency in lesson plans and lacking essential components of planning used with fidelity across all content areas.
- **Grading Practices:** Teacher inconsistencies in progress monitoring and standards based grading. Grades do not always match student ability. Progress monitoring does not always provide students with appropriate next steps.
- **Differentiation:** AWCPA is lacking consistency in supporting differentiating for a variety of student needs.
- **Grading & Data Cycles:** Inconsistency in fidelity to data cycles and progress monitoring of process of instruction.
- **Student Voice:** Minimal feedback and student voice from students around what they need to be successful.
- **Language Support:** Inconsistency in practice in supporting all levels of language learners across content areas.
- **Grading & Data Cycles:** Inconsistency in standards based grading and in fidelity to data cycles and monitoring of student progress.
- **Student Voice:** There is minimal feedback and student voice from students around what they need to be successful.
- **Language Supports:** There is inconsistency in supports used for all levels of language learners across all content areas.
- **Professional Development:** Inconsistency in transferring professional learning into instructional practice.
- **ACT Prep:** No consistent system in place to support students with ACT related content.
- **Advisory:** Lack of consistent system in place to check in with students on academics and post secondary and workforce readiness options.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Goal 1: Improve Overall Achievemen in Reading, Writing, and Math in all content:**

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- **Goal 2: Improve Sub-group achievement by addressing the needs of all students.:**
- **Goal 3: Increase Post-secondary & workforce readiness among high school students:**

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

- State Accreditation Improvement Support Grant   
  Title I Focus School   
  Other: \_\_\_\_\_   
  Tiered Intervention Grant (TIG)   
  Colorado Graduation Pathways Program   
  School

### School Contact Information

## Additional Information about the School

### Comprehensive Review and Selected Grant History

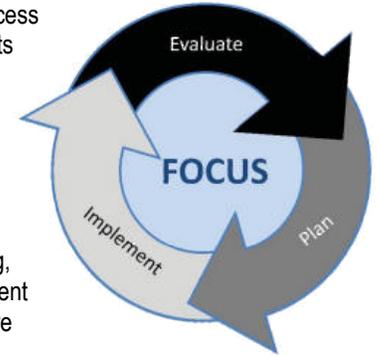
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	Yes, We will participate in a School Readiness Assessment (SRA) through Mass Insight through a planning phase for an Innovation Action Zone.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No.

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

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



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** *AWCPA is a highly diverse 6<sup>th</sup>-12<sup>th</sup> grade school with 90% free and reduced lunch and vulnerable students. We have some returning administrative positions including principal, an assistant principal, and dean. New members to the team include an additional assistant principal, two new TOSAs, and two new deans. In addition to new administrative staff, our school has 28 new teachers with ranging experience. Supports that are in place for teachers to collaborate include Grade Level Teams, Professional Learning Communities, Coaching Cycles, and Differentiated Professional Development. In support of our 28 new staff, we have a comprehensive coaching and support plan based on their needs including four Teacher Partners covering Language and Core Content areas, as well as a New Teacher Academy that meets monthly and supports the Quality Standards in the Evaluation. As a school we are focusing on three types of student engagement in classrooms (affective, behavioral, and cognitive).*

*In developing the UIP, the past two years we have sought feedback from the teachers regarding the data, worked with the administrative team and the instructional leaders to develop the UIP, and then worked with teachers and parents to seek feedback, input, and approval of the UIP. In the spring of last school year, the administrative team and Instructional Leadership Team created a workstream that clearly defines our three school-wide goals with specific alignment to district priorities, lag indicators, and success measures. This process gives us a clear workstream, shows who is in charge of each component, and what supports are provided along with monthly progress monitoring.*

*Over the past 5 years, AWCPA has experienced a downward trend in both achievement and growth data. Our high school data has consistently remained about the 50<sup>th</sup> percentile for growth, but has still experienced a decline. We met our goals for achievement in 7<sup>th</sup> grade Reading and 9<sup>th</sup> grade Writing and Mathematics in 2013-14. We met our goals for growth in High School writing and growth gaps in all subgroups for High School reading and writing in 2013-14. Our growth goals for 2014-15 were very aggressive at the 70<sup>th</sup> percentile. At this time, we have not received CMAS data results.*

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

**Prior Year Target: Reading:**

6th: 43%

7th: 33%

8th: 36%

9th: 33%

10th: 57%

**Performance on Target: ELA- 6th: 12.4% Met or exceeded**

7th- 9% Met or exceeded

8th- 11.8% Met or exceeded

9th- 18.9% Met or exceeded

10th- 35.5% Met or exceeded

11th- 21.7% Met or exceeded

**Prior Year Target: Math:**

6th: 46%

7th: 25%

8th: 20%

9th: 25%

10th: 29%

**Performance on Target: Math:**

6th: 2.4% Met or exceeded

7th: 2% Met or exceeded

8th: .05% Met or exceeded

9th: 10% Met or exceeded

10th: 2.5% Met or exceeded

11th: 7.4% Met or exceeded

**Prior Year Target:** Writing:

6th: 32%

7th: 27%

8th: 32%

9th: 32%

10th: 50%

**Performance on Target:** No CMAS data available.

**Prior Year Target:** Science:

8th: 10%

**Performance on Target:** No CMAS data available.

### Academic Growth

**Prior Year Target:** All Subjects: All at or above 65th percentile

**Performance on Target:** No CMAS data available.

### Academic Growth Gaps

**Prior Year Target:** All Subjects: All at or above 65th percentile

**Performance on Target:** No CMAS data available.

### Postsecondary & Workforce Readiness

**Prior Year Target:** Graduation Rate: 97%

**Performance on Target:**

**Prior Year Target:** Dropout Rate: 0.2%

**Performance on Target:**

**Prior Year Target:** Mean ACT: 18

**Performance on Target:** Mean ACT: 17.8

### Academic Achievement Reflection

Reading:

Proficient and Advanced students drop significantly each year throughout middle school.

Math:

Proficient and Advanced students drop significantly each year throughout middle school.

Writing:

Proficient and Advanced students drop significantly each year throughout middle school.

Science:

New Assessment.

### Academic Growth Reflection

All Subjects:

Proficient and Advanced students median growth is significantly below the 50th percentile throughout middle school

### Academic Growth Gaps Reflection

All Subjects: All subcategories in middle school are significantly below 50th percentile

### Postsecondary Workforce Readiness Reflection

We did not meet our goal for Mean ACT. We did not provide the necessary level of support for ACT Prep. This school year, we have supports through the district with Princeton Review, have three trained staff, and times built in to the school day and offered after school for students.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

Snapshot of our CMAS Performance Data:

Test	Valid Tests	Met or Exceeded	% Met or Exceeded	Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations	
				N	%	N	%	N	%	N	%	N	%
6th English Language Arts	291	36	12.40%	107	36.80%	83	28.50%	65	22.30%	36	12.40%		
7th English Language Arts	300	27	9.00%	186	62%	54	18.00%	33	11.00%	24	8.00%	3	1.00%
8th English Language Arts	254	30	11.80%	124	48.80%	60	23.60%	40	15.70%	30	11.80%		
9th English Language Arts	106	20	18.90%	12	11.30%	34	32.10%	40	37.70%	20	18.90%		
10th English Language Arts	87	31	35.50%	11	12.60%	20	23.00%	25	28.70%	30	34.50%	1	1.10%
11th English Language Arts	69	15	21.70%	14	20.30%	16	23.20%	24	34.80%	15	21.70%		
Total ELA													
6th Mathematics	292	7	2.40%	132	45.20%	110	37.70%	43	14.70%	7	2.40%		
7th Mathematics	299	6	2.00%	118	39.50%	123	41.10%	52	17.40%	6	2.00%		
8th Mathematics	217	1	0.05%	135	62.20%	68	31.30%	13	6.00%	1	0.50%		
Integrated Mathematics 1	120	12	10%	16	13.30%	54	45.00%	38	31.70%	12	10.00%		
Integrated Mathematics 2	81	2	2.50%	9	11.10%	48	59.30%	22	27.20%	2	2.50%		
Integrated Mathematics 3	95	7	7.40%	36	37.90%	38	40.00%	14	14.70%	7	7.40%		

### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Achievement (Status)

- Declining for the past 3 years

#### Academic Growth

- High School is stable
- Middle School declining for the past 3 years

#### Academic Growth Gaps

- High School Stable
- Middle school declining for the past 3 years

**Postsecondary & Workforce Readiness**

- Dropout rate declining
- ACT declining

**Priority Performance Challenges and Root Cause Analysis**

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Priority Performance Challenge	⇒	Root Cause
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Academic Achievement: In Reading, Math, Writing, and Science Proficient and Advanced students drop significantly each year throughout middle school.



Lesson Plans: Inconsistency in lesson plans and lacking essential components of planning used with fidelity across all content areas.

Grading Practices: Teacher inconsistencies in progress monitoring and standards based grading. Grades do not always match student ability. Progress monitoring does not always provide students with appropriate next steps.

Differentiation: AWCPA is lacking consistency in supporting differentiating for a variety of student needs.

Academic Growth Gaps: In Reading, Writing, Math, and Science All subcategories in middle school are significantly below 50th percentile.



Grading & Data Cycles: Inconsistency in standards based grading and in fidelity to data cycles and monitoring of student progress.

Student Voice: There is minimal feedback and student voice from students around what they need to be successful.

Language Supports: There is inconsistency in supports used for all levels of language learners across all content areas.

Professional Development: Inconsistency in transferring professional learning into instructional practice.

Postsecondary & Workforce Readiness: ACT mean dropped in the last two years.



ACT Prep: No consistent system in place to support students with ACT related content.

Advisory: Lack of consistent system in place to check in with students on academics and post secondary and workforce readiness options.

### Reflection on Priority Performance Challenges

In order to get closer to state benchmarks for proficiency, we need to focus on maintaining our Proficient students with rigorous planning while also meeting the wide-range of needs of all of our diverse learners. We have significant challenges meeting needs of our language learning population while maintaining high expectations. In order for our students to be college ready, we need to equip staff with the skills and resources to prepare students for the ACT assessment.

### Reflection on Root Cause

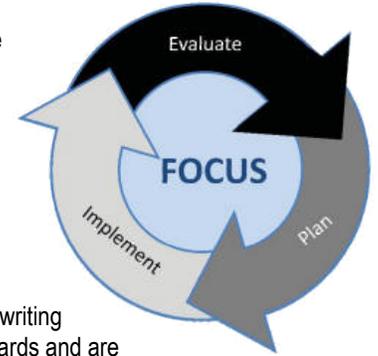
These root causes were selected and verified by conducting classroom observations and seeking teacher feedback through the Instructional Leadership Team.

**1. Summary/Conclusion**

## Section IV: Action Plan(s)

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

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

### School Target Setting Form

#### Academic Achievement (Status)

Subject		
Priority Performance Challenge		Academic Achievement
Annual Performance Targets	2015-2016	Reading: 6th: 41%, 7th: 30%, 8th: 38%, 9th: 53%, 10th: 79% Math: 6th: 33%, 7th: 18%, 8th: 22%, 9th: 22%, 10th: 39% Writing: 6th: 36%, 7th: 28%, 8th: 36%, 9th: 45%, 10th: 53%
	2016-2017	In beginning phase of planning for Innovation.
Interim Measures		ACUITY PLC Data Cycles

#### Academic Growth Gaps

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Subject		
Priority Performance Challenge		Academic Growth Gaps
Annual Performance Targets	2015-2016	70% in all grades, all subjects
	2016-2017	In beginning phase of planning for Innovation.
Interim Measures		ACUITY PLC Data Cycles

### Postsecondary & Workforce Readiness

Subject		
Priority Performance Challenge		Postsecondary & Workforce Readiness
Annual Performance Targets	2015-2016	Dropout: 0.2% Act: 19
	2016-2017	In beginning phase of planning for Innovation.
Interim Measures		Practice ACT Grades Tracking students off-track for graduation (Progress Reports from Ed2020)

### Academic Growth

Subject		
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Proficient and Advanced students median growth is significantly below the 50th percentile throughout middle school
	2016-2017	In beginning phase of planning for Innovation.
Interim Measures		ACUITY PLC Data Cycles

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**Action Planning Form for 2015-16 and 2016-17**

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks.

**Major Improvement Strategy:** Goal 1: Improve Overall Achievement in Reading, Writing, and Math in all content

**Root Cause(s) Addressed:**

- Lesson Plans
- Grading Practices
- Differentiation

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

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

Action Steps	
Aug. 2015 - May. 2016	<p><b>Differentiation</b></p> <p><b>Description:</b> Students have multiple opportunities to demonstrate proficiencies in the standards. (differentiated opportunities)</p> <p><b>Implementation Benchmarks:</b> PLC Data Cycles SLO Progress Monitoring</p> <p><b>Resources:</b> PLC Facilitators, Coaches, Admin, ILT</p> <p><b>Key Personnel:</b></p>

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	<p>PLC Facilitators, Coaches, Admin, ILT</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Lesson Plans</b></p> <p><b>Description:</b> All staff will have a daily lesson plan available, including the essential elements of lesson planning. (Check for in informal and formal observations 100% of the time by admin.)</p> <p><b>Implementation Benchmarks:</b> PLC Data Cycles Coaching Cycles Differentiated PDs Common Plan</p> <p><b>Resources:</b> PLC Facilitators, Coaches, ILT, Admin, District Curricular Support Staff</p> <p><b>Key Personnel:</b> PLC Facilitators, Coaches, ILT, Admin, District Curricular Support Staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Grading Practices</b></p> <p><b>Description:</b> Admin and teacher teams will analyze focus students within data cycles, to track their progress towards proficiency.</p>

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**Implementation Benchmarks:**

PLC Data Cycles

Coaching Cycles

**Resources:**

PLC Facilitators, Coaches, Admin

**Key Personnel:**

PLC Facilitators, Coaches, Admin

**Status:**

In Progress

**Major Improvement Strategy:** Goal 2: Improve Sub-group achievement by addressing the needs of all students.

**Root Cause(s) Addressed:**

Grading Practices  
Student Voice

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

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

Action Steps	
Aug. 2015 - May. 2016	<p><b>Grading Practices</b></p> <p><b>Description:</b> Admin will use Tableau: grade distribution and data cycles to track progress of focus students in departments.</p> <p><b>Implementation Benchmarks:</b> PLC Data Cycles</p> <p><b>Resources:</b> PLC Facilitators, Coaches, Admin</p> <p><b>Key Personnel:</b> PLC Facilitators, Coaches, Admin</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Student Voice</b></p>

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**Description:**

In grade level teams, staff will utilize student feedback during 1st and 3rd quarter, and collaborate to use feedback and reflect and make adjustments based off of the student data. (first round- week of Sept. 14th/ second round- week of Feb. 16th)

**Implementation Benchmarks:**

MTSS Grade Level Teams  
Student Feedback Survey

**Resources:**

MTSS Grade Level Facilitators, Teachers

**Key Personnel:**

MTSS Grade Level Facilitators, Teachers

**Status:**

In Progress

**Major Improvement Strategy:** Goal 3: Increase Post-secondary & workforce readiness among high school students

**Root Cause(s) Addressed:**

ACT Prep  
Grading Practices

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

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

Action Steps	
Aug. 2015 - Apr. 2016	<p><b>ACT Prep</b></p> <p><b>Description:</b> Princeton Review Test Prep, Junior level teachers, teaching strategies within their content during the school day and after school</p> <p><b>Implementation Benchmarks:</b> Practice ACT Results (twice)</p> <p><b>Resources:</b> Princeton Review ACT Prep Materials, Practice ACT</p> <p><b>Key Personnel:</b> Cheryl Thompson (Literacy), Melissa Brysh (Math), Brynn Robles (Counselor), Travis Hall (Science)</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Grading Practices</b></p>

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**Description:**

Student performance matches accurate grading practices and effective feedback for growth.

**Implementation Benchmarks:**

Quarter grades, monitoring notes, PLC Data Cycles, MTSS support for off-track students, Advisory to support student's social emotional and academic needs

**Resources:**

MTSS, PLC Data Tracker, TEN Surveys, Coaching

**Key Personnel:**

Grade Level Leaders, PLC Facilitators, Brynn Robles (Counselor), Grade level Admin

**Status:**

In Progress

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

## Section V: Supporting Addenda Forms

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

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

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)		
<p>Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><i>See data narrative pages: We are currently hosting Family Title Nights by content area in order to equip parents with an understanding of the academics their students are receiving in a given area. Thusfar, we have hosted Math, Literacy, and New Comer events where we average 200 parents in attendance. At these events, we have structured opportunities for parents to engage in learning activities with their students to deepen their understanding of the content.</i></p>		
<p>Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>	<p>Section IV: Action Plan</p>	<p><b>Insert Major Improvement Strategy from UIP. Add additional strategies as needed.</b></p> <p><b>Goal 1: Improve Overall Achivement in Reading, Writing, and Math in all content Areas.</b> <b>Goal 2: Improve Sub-group achievement by addressing the needs of all students.</b> <b>Goal 3: Increase college/workforce readiness, through first instruction and ACT preparation.</b></p>		
<p>Professional Development: How are student and staff needs used to identify the high quality professional development?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><b>Insert relevant action steps from UIP that describe the professional development available for teachers and the major improvement strategy (MIS) being addressed. The table can be used to show that association.</b></p> <table border="1" data-bbox="863 1300 1896 1369"> <tr> <td data-bbox="863 1300 968 1369">MIS #</td> <td data-bbox="972 1300 1896 1369">Professional Development Opportunity</td> </tr> </table>	MIS #	Professional Development Opportunity
MIS #	Professional Development Opportunity			

		1-3	Language Supports
		1-3	Standards-based Grading
		1-3	Literacy in the Content Area
		1-3	Behavioral Engagement & Cognitive Engagement
<p>Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><b>*List any partnerships with outside community organizations and a brief description of the services provided (e.g. APPT, RISE, Goodwill, Boys and Girl Club, etc.): Denver Foundation, Restorative Practices, HEARTS, Aurora Mental Health, Teacher Effectiveness Network, NYU Equity Focus School</b></p> <p><b>*List any school based committees and briefly describe its role and responsibility (e.g. School Accountability Committee, Parent Teacher Organization) School Accountability - parent decision making, Building Council - non-instructional concerns, ILT - instructional decision making body, PLC Facilitators, Grade Level Teams,</b></p> <p><b>*If you school had a Community Corps Liaison, briefly describe the liaison role and highlight the community connections the liaison has developed.</b></p>	

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention:</p> <p>What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Due to its urban location, Aurora Public Schools (APS) does not have difficulty recruiting highly qualified (HQ) teachers. One of the goals of the district’s strategic goals is to recruit, hire, induct, support and retain high-performing staff to promote organizational effectiveness. Additionally, APS seeks to ensure all employees are highly effective and skilled for their positions.</p> <p>In furtherance of these goals, APS candidates are expected to meet HQ status for any licensed position to which they apply and candidates are only “authorized” to apply for positions for which they are appropriately licensed and endorsed. The Division of Human Resources confirms appropriate licensure and endorsement of all candidates prior to forwarding applicants to schools.</p> <p>Once teachers are hired, all teachers new to APS receive intensive professional development that pertains to the needs of the school district as well as the needs of the new teacher. The professional development includes a mentoring program as well as an induction into APS. Each new teacher receives coaching, through the district teaching partner model, in literacy, math and/or English language development. Finally, all new hires are required to complete a three course study in Linguistically Diverse Education within three years in order to remain an APS teachers.</p> <p>APS uses its competitive salary structure to attract and retain licensed staff based on years of experience and years of education.</p> <p>In addition to district structures, AWCPA conducts the Haberman as a screening process which is a mechanism to support teacher retention and assesses candidates abilities in working with At-Risk populations. We also provide formalized in building mentorship. Our New Teacher Academy directly supports all new hires and equips them with personal and resources to effectively meet their needs. Coaching cycles are set up to support new staff and improve their instructional practices.</p>
<p>Data Analysis:</p> <p>How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Teachers collect data from multiple sources to inform instruction. Teachers make informal observations about student strengths and needs, based on lesson-level standards and objectives that allow them to make immediate adjustments to instruction within a lesson. Formative data is regularly collected that illuminate student strengths and challenges, to allow for differentiation of instruction, as well as to monitor individual</p>

		<p>growth.</p> <p><b>*We utilize data cycles by department and have vertical alignment in our MS (6-8) and HS (9-12). At the completion of each data cycle administration meets with the facilitators to review student achievement and discuss specific students who are not meeting proficiency and what our next steps are as a team to ensure we are providing specific support. We also provide attention to our proficient and advanced students to ensure we are challenging and providing enrichment opportunities for them.</b></p> <p><b>*As grade levels we focus our attention to weekly huddles to check our progress of grade level expectations and behavioral supports. We also meet regularly as a grade level to conduct the MTSS process focusing specifically on supporting our tiered students and developing collective strategies to support consistency in practices. We are doing a book study with our grade level teams titled, Culturally Responsive Teaching and the Brain, by Zaretta Hammond.</b></p> <p><b>*Common planning occurs weekly by department, for staff to receive support in planning and implementing strategies to effectively meet our wide range of learners. Instructional coaches provide support in these common plans to support the development of effective lesson plans.</b></p>
<p>Timely Intervention:</p> <p>How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p>English Language Development: To address the needs of English Language Learners, a 63 minute block of time is devoted to teaching students the language necessary to become proficient in English. Students are grouped by language level. Instruction is provided by an endorsed or certificated teacher and focuses on functions, grammatical structures, vocabulary, and application/fluency, following the scope and sequence of language skills.</p> <p>*We assess our students in reading and math to align specific supports and intervention. Students who do not receive special education supports but qualify for support based on our math and reading assessments, will be assigned support in Math both in class and pull out. In literacy we focus our supports by strategizing in class small group instruction to focus attention based on need. We do have after school support structures as well for all content areas, but our foundational level of support focuses on first instruction and in the mainstream classes.</p>

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<p>Parent Involvement:</p> <p>How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	Section IV: Action Plan	<p>cSee Parent Compact for specific details on parent and community engagement.</p> <p><b>*Briefly describe any regular parent groups, parent coffees, math or literacy nights, data nights, CMAS/PARCC meetings/forums and/or plans for future events.</b></p> <p><b>*Monthly Parent Coffees</b></p> <ul style="list-style-type: none"> <li>*Monthly Title Nights by content areas</li> <li>*Monthly Parent Accountability- classroom visits to develop an understanding of instructional models.</li> <li>*Parent Outreach support with Denver Foundation and Community Corps</li> <li>*Parent Volunteer options</li> </ul>
<p>Transition Plan:</p> <p>How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	Section IV: Action Plan	Not Applicable.
<p>Coordination with Other Services:</p> <p>How are Title I funds used in coordination with other ESEA, state and local funds?</p>	Section IV: Action Plan, Resource Column	<p>Every APS school is trained by the Division of Finance in financial practices and budget management. The department provides custom reports that allow schools to monitor funds and expenditures, in real-time, by category and source. The district and its schools are committed to leveraging resources to accelerate learning for every student, every day.</p> <p>In addition to the resources listed in the Action Plan section of the UIP, Title I funds are used in coordination with other ESEA funds to support job-embedded coaching for teachers, including best practices for ELD (Title II, Part A; Title III).</p>