

Denver Public Schools



SCHOOL IMPROVEMENT/TITLE I SCHOOLWIDE PLANNING PROCESS

Handbook and Forms

October 15, 2008

The School Improvement Plan will drive measurable improvement in achievement for all students, as well as measurable improvement in attendance and enrollment, and in school climate and culture. The School Improvement Plan will be used as a regular resource, or "blueprint," for parents, community, faculty, school staff, students and district administration, and will serve as the school wide plan for Title I compliance.

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INTRODUCTION

Schools want all their students to succeed. In order to accomplish this, schools need to focus on specific goals and strategies for change. School improvement planning is the process through which schools set goals for improvement and make decisions about how and when these goals will be achieved.

School improvement is, thus, the single most important business of the school, in that it is the process schools use to ensure that all students are achieving at high levels. The ultimate objective of the process is to improve student achievement levels by enhancing the ways curriculum is delivered, by creating a positive learning environment and by increasing the degree to which parents are involved in their children's learning at school and in the home.

The School Improvement Plan (SIP) will drive measurable improvement in achievement for all students, by focusing on improvement in: teaching and learning; attendance and enrollment; school climate and culture; and parent and community engagement. The School Improvement Plan will be used as a regular resource, or "blueprint," for parents, community, faculty, school staff, students and district administration. The SIP will:

- set clear, school wide expectations;
- establish specific instructional priorities;
- hold faculty to the highest standards in all their activities, including when setting their annual performance objectives;
- inform budget and staffing decisions;
- identify specific strategies to effectively engage parents for the purpose of increasing student achievement.

In addition, the School Improvement Plan will serve as a record of compliance with Board policy, the DPS/DCTA Agreement, Title I Schoolwide Planning and other state and federal rules and laws.

GUIDING PRINCIPLES OF SCHOOL IMPROVEMENT PLANNING

The following key principles form the basis for the school improvement planning process.

School Improvement Plans must be aligned to the Denver Plan.

The principal must be at the helm of this process—without support and leadership of the principal, the planning process lacks the leverage that is needed for change to occur in a school environment.

It should involve all stakeholders in the process. Students and parents have an important perspective on how schools can improve. Their meaningful participation in the process should be considered from the onset. In addition, all members of a school staff should participate and/or be aware of the planning process. The more stakeholders that are "in the loop," the better the chances the school will achieve 100 percent buy-in by staff for change efforts. A representative group of stakeholders can do the bulk of the work, if results and updates are reported back on a regular basis to the full faculty and other stakeholders.

Decisions about school improvement goals and solutions must be based on careful consideration of multiple sources of data and research.

School improvement planning is a journey of continuous improvement that demands ongoing monitoring and adjustment of programs and processes at the school. The written plan document is only as good as the quality of thought, effort, and the degree of “buy-in” by all stakeholders.

STAGES OF SCHOOL IMPROVEMENT PLANNING PROCESS

In developing the School Improvement Plan, schools should go through the following critical steps:

- . Needs Assessment:
A comprehensive needs assessment looks at data on student performance and on the school’s practice that generate that performance.
- . Prioritizing Needs:
Schools should prioritize the needs identified in the above step and identify just a few as the greatest concerns.
- . Cause Analysis:
Identify the factors causing the needs of the greatest concerns to occur.
- . Setting Goals:
Setting realistic and measurable goals is central to an effective planning process.
- . Developing an Action Plan:
Identify the steps that the school will take to achieve the goals, who will oversee each step and the resources required.
- . Evaluation:
Identify ways of measuring the effectiveness of the plan.

PROCEDURES

Duration:

The School Improvement Plan is a three year plan. Goals are set and endure for three years. The plan is revised twice annually: in January and in August. When making revisions, the principal will work with his/her faculty, parents, community and supervisors to evaluate progress toward the goals and to adjust objectives and strategies based on that evaluation.

The SIP should be updated when necessary to align with awarded School Improvement Grant (SIG), Beacon School, Title I SIP grants and any other grants.

When an instructional superintendent or a principal deems it necessary, the School Improvement Plan cycle can be reset, goals can be rewritten and the entire plan can be reworked from top to bottom.

Planning Team:

The principal **is responsible for the development of** the School Improvement Plan with the school's leadership team. District policy requires the principal to solicit input from the school's Collaborative School Committee (CSC), and the school's Professional Development Committee. The principal will obtain additional input from the faculty and community through: committees; leadership teams; or other collaborative initiatives at the school site.

Approval Process:

1. All SIPs will be reviewed by several of the principal's peers in the Instructional Network for constructive feedback.
2. SIPs are submitted to Instructional Superintendent for approval.
3. State law requires the District School Improvement and Accountability Council **review** all SIPs and provide feedback to the Board of Education about the overall quality of the plans and the School Improvement Planning Process. In addition, the District School Improvement and Accountability Council may suggest through the Instructional Superintendents ways in which principals can refine/enhance/better their SIPs.

Timeline:

March 2007	<ul style="list-style-type: none"> • Overview of SIP Process conducted by Instructional Superintendents with principals in their networks • Receive academic trend reports for SIP process, which includes aggregated and disaggregated trends on student performance in reading, writing, math, attendance and enrollment
March 2007	<ul style="list-style-type: none"> • Check progress toward annual 2006-2007 SIP objectives with building leadership team
May 2007	<ul style="list-style-type: none"> • Consider submitting Beacon Schools Initiative and School Innovation Grants Process for the 2008-2009 school year
August 2007	<ul style="list-style-type: none"> • Schools complete the 2007-2010 SIP in preparation for upcoming school year • Review preliminary CSAP data and track progress toward goals and annual objectives with building and district leadership and make appropriate adjustments to the SIP • Review SIP with faculty and community (including parents and the CSC)
November 2007	<ul style="list-style-type: none"> • Review final CSAP data and benchmark assessment data; track progress toward goals, annual objectives and adjust instructional strategies
January 2008	<ul style="list-style-type: none"> • Complete semi-annual update to 2007-2010 SIP in time for the school staffing process and school budget cycle • Check progress toward 2007-2008 annual objectives with building leadership team
February 2008	<ul style="list-style-type: none"> • Consider submitting Beacon Schools Initiative and School Innovation Grants Process for the 2008-2009 school year
May 2008	<ul style="list-style-type: none"> • Schools complete semi-annual update 2007-2010 SIP in preparation for upcoming school year
August 2008	<ul style="list-style-type: none"> • Review preliminary CSAP data and track progress toward goals and annual objectives with building and district leadership and make appropriate adjustments to the SIP • Review SIP with faculty and community (including parents and the CSC)
November 2008	<ul style="list-style-type: none"> • Review final CSAP data and benchmark assessment data; track progress toward goals, annual objectives and adjust instructional strategies
January 2009	<ul style="list-style-type: none"> • Complete semi-annual update to 2007-2010 SIP in time for the school staffing process and school budget cycle • Check progress toward 2008-2009 annual objectives with building leadership team
February 2009	<ul style="list-style-type: none"> • Consider submitting Beacon Schools Initiative and School Innovation Grants Process for the 2009-2010 school year
May 2009	<ul style="list-style-type: none"> • Schools complete semi-annual update 2007-2010 SIP in preparation for upcoming school year
August 2009	<ul style="list-style-type: none"> • Review preliminary CSAP data and track progress toward goals and annual objectives with building and district leadership and make appropriate adjustments to the SIP • Review SIP with faculty and community (including parents and the CSC)
November 2009	<ul style="list-style-type: none"> • Review final CSAP data and benchmark assessment data; track progress toward goals, annual objectives and adjust instructional strategies
January 2010	<ul style="list-style-type: none"> • Complete semi-annual update to 2007-2010 SIP in time for the school staffing process and school budget cycle • Check progress toward 2009-2010 annual objectives with building leadership team.
February 2010	<ul style="list-style-type: none"> • Consider submitting Beacon Schools Initiative and School Innovation Grants Process for the 2010-2011 school year

COMPONENTS OF THE SCHOOL IMPROVEMENT PLAN AND INSTRUCTIONS FOR COMPLETING THE PLAN

1. **Cover Page:**

General Information about the school and the School Improvement Planning Team

2. **Academic Value Proposition:**

A “value proposition” is a consistent statement that is repeated by the public, the staff, the principal and the administration to describe the school’s unique academic focus. The value proposition captures what the school has to offer in service to students and parents, its primary audience. It is one or two sentences long.

Questions answered when developing this component:

What is your school’s unique academic focus all about?

Examples:

Every Child Global Academy offers the highest quality standard’s based instruction in both English and Spanish. Graduates of Every Child Global Academy, whether their native language is English or Spanish, will possess academy fluency in both languages.

Neighborhood School

Lincoln Elementary School offers a strong academic program committed to each child’s scholastic improvement, as well as a Montessori program for grades K – 5. Every Lincoln student is provided with the tools to achieve high academic standards and is supported by an involved community and dedicated staff.

George Washington High School

George Washington High School’s instructional program promotes progress in the area of academic achievement by establishing high expectations for all students with a strong AP program and an international curriculum through the IB program. The focus at GW is to prepare students to succeed in rigorous collegiate activity.

3. **Compelling Story:**

A “compelling story” is the consistent description elaborating the school’s unique academic characteristics and accomplishments. Like the academic value proposition, it captures what the school has to offer in service to students and parents, its primary audience. The compelling story extends the value proposition by detailing the school’s academic programs and services in one to two paragraphs.

Questions answered when developing this component:

What is unique about your school?

Why would a family choose your school?

4. School Community And Performance Analysis:

This section will be used as part of the needs assessment. It should include a description of the school and a systematic review of information collected from a variety of sources, analyzed to determine strengths and needs, and prioritized for action.

Please note that for this section you must:

- employ multiple data sources
- include information on all students
- include demographic information (on students and community)
- use disaggregated data (i.e. gender, ethnicity, grade, etc.)
- include climate variables (i.e. parent, faculty, and student perceptions, etc.)
- identify root causes and contributing factors
- prioritize actions

DPS will provide all schools with a basic data set to be used in School Improvement Planning. The data set, which will be aligned with the district's Balanced Scorecard, will include information about student performance, change in student performance and student growth. It will also include information about student attendance and enrollment, and parent and student satisfaction. Data should be analyzed by the school leadership team and shared with the CSC prior to the development of objectives and strategies in the SIP.

Questions answered when developing this component:

Questions answered when developing this component:

- What does this data tell you about your students overall performance?
- Based on the data, where does your school need to focus their school improvement goals?
- What does this data tell you about your ELL students?
- What does this data tell you about your special education students?
- Are there test performance variations by racial/ ethnic groups or gender?
- What differences do you see in racial group performance?
- What disparities do you see in special needs students?
- Has your school made progress on closing the gap in any groups?

5. **Goals:** After conducting a needs assessment, schools should identify areas of growth and develop goals to address them. The School Improvement Plan sets long term, three-year **goals** that represent the definition of success at your school. The plan must include no less than two goals in Teaching and Learning and one goal in Parent and Community Engagement. Schools should develop additional goals in the areas listed below if they are identified as areas of growth:

- attendance and enrollment
- school safety, climate and culture

The goals must be derived from the prioritized needs of the school, must be specific and clear and long termed.

Questions answered when developing this component:

What is the overall end result we wish to achieve to address this need?

6. **Action Plan:**
The action plan will list the objectives, strategies, activities, timeline, budget and milestones.

Objectives:

A statement of specific and measurable means to achieve the outcome(s) identified in the goal. The School Improvement Plan will set one year **objectives** aligned with those goals. Objectives are measurable and based on data that reflects how students at the school have performed. Objectives should target specific groups of students.

Questions answered when developing this component:

What will be accomplished?

When will it be accomplished?

Strategies:

A broad approach (*i.e.* a method, procedure, technique, or game plan) employed to accomplish an objective. The strategies should reflect appropriate interventions to increase the academic success of those all students. Title I schools need to ensure that the strategies reflect the budgeted items in the Title I budget. Note: Please attach your school's Title I Budget (if applicable).

Questions answered when developing this component:

How are we going to accomplish the objective?

Activities:

Activities are the specific steps, tasks, or actions in implementing a particular strategy. The activities should:

- be detailed and specific
- be directly related to the strategy
- be capable of resulting in progress toward the objective
- be sequential, with timeline
- identify activity leaders

Questions answered when developing this component:

What will be done?

Who will do it?

How will it be done?

When will it be done?

What resources are needed?

Milestones:

Milestones are checkpoints that measure progress toward the stated objective. They help ensure that you are making interim progress toward meeting your annual objective. Milestones need to be measurable directly related to the objective, specific and clear, achievable and time specific.

Questions answered when developing this component:

What are the checkpoints along the way?

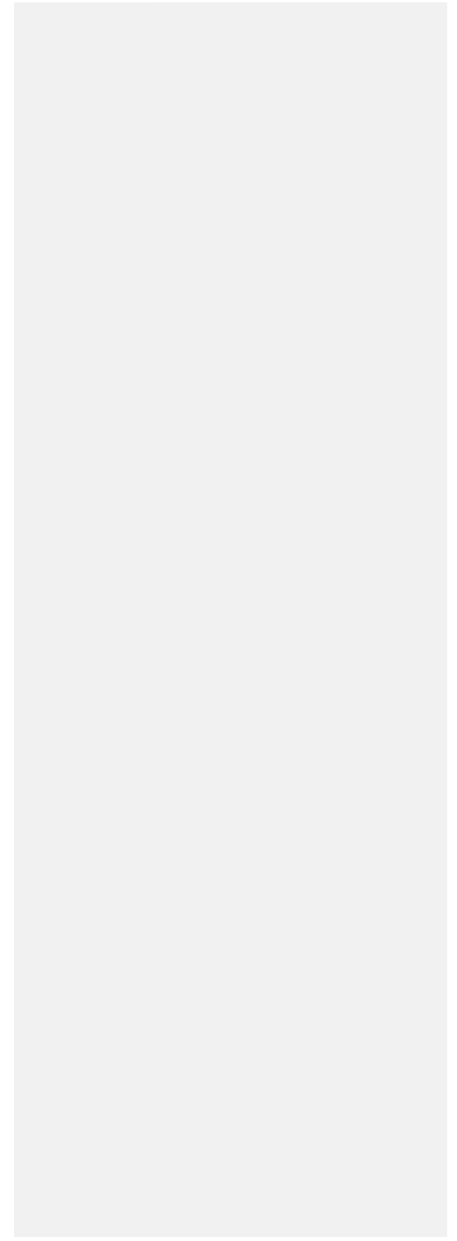
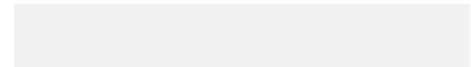
How are we doing?

Do we have to adjust the action plan in order to accomplish the objective?

7. Appendices to the School Improvement Plan:

The School Improvement Plan will include up to five appendices. Completion of appendices is to be overseen by the principal, but can be delegated to appropriate staff or committees. Appendices do not need to be integrated into the final School Improvement Plan document.

Appendix	Requirements
A – School and Parent Compact	Sample Template of School and Parent Compact
B – Professional Development Plan	Completed annually following review by the Professional Development Committee according to Article 5-4 of the DPS/DCTA Agreement. Professional Development Plans are to be submitted to Instructional Superintendents. In Title I schools strategies to retain a high quality instructional staff should be included.
C – Title I Schoolwide Budget	Title I School wide plan – Budget to be submitted to the Director of Federal Programs with the entire document and a copy to the Instructional Superintendent.
D – ECE Transition and Highly Qualified Teacher Plan	Title I Schoolwide Plan
E – School Information Literacy and Technology Plan	Completed annually by the School Technology Representative and submitted to the Department of Technology Services with a copy to the Instructional Superintendent.
F – DPS Board of Education Policy KB: Parent Involvement	Information



DENVER PUBLIC SCHOOLS

Michael Bennet
Superintendent

Jaime Aquino, Ph.D.
Chief Academic Officer

SCHOOL IMPROVEMENT PLANNING FORMS

DENVER PUBLIC SCHOOLS SCHOOL IMPROVEMENT PLAN

School: Whittier

Principal: Jai Palmer

SIP Years: (3 years) **2007 - 2010**

Instructional Superintendent::

Title I School: Yes No

If Title I School: Targeted Assistance or Schoolwide Program

Area	2007-08	2008-09	2009-10
NCLB Identified (Yes/No)			
NCLB Status			
SAR Rating	Low	Low	

NCLB Area(s) for Improvement	2007-08	2008-09	2009-10
Whole School (Reading, Math, None)	None	None	
Subgroup Math (ELL, FRL, IEP, White, Hispanic, Black, Native American, None)			
Subgroup Reading (ELL, FRL, IEP, White, Hispanic, Black, Native American, None)			

School Improvement Planning Team (Include names and titles):

Principal, Jai Palmer
 Humanities and Gifted and Talented Coach, Linnea Wilkinson
 Sara Chitwood, ECE Teacher
 Marhi Reed Whitney, ECE teacher
 Michael Keatinge, Teacher Grade 3 Literacy
 Latricia Goodloe, Teacher Grades 4 and 5 Literacy
 Eric Ritter, Teacher Grades 6, 7 and 8 Literacy
 Iruka Hikaru, Dance Teacher
 Lynette Hall-Jones, Teacher Grades 2 and 3 Math
 Norma Benjamin, Teacher Grades 4 and 5 Math
 Paul Sandlin, Teacher Grades 6, 7 and 8 Literacy
 Nadia Lee, Art Teacher

Peer Review Feedback Team (Include names, titles, and affiliations):

Principal, Jai Palmer
 Humanities and Gifted and Talented Coach, Linnea Wilkinson
 Marhi Reed Whitney, ECE teacher
 Michael Keatinge, Teacher Grades 2 and 3 Literacy
 Latricia Goodloe, Teacher Grades 4 and 5 Literacy
 Eric Ritter, Teacher Grades 6 and 7 Literacy
 Iruka Hikaru, Dance Teacher
 Lynette Hall-Jones, Teacher Grade 3 Math
 Paul Sandlin, Teacher Grades 6 and 7 Literacy
 Nadia Lee, Art Teacher

Support Services:
Parents:
Students:
Others:

--

Principal Signature

Date

Instructional Superintendent Signature

Date

ACADEMIC VALUE PROPOSITION

A “value proposition” is a consistent statement that is repeated by the public, the staff, the principal and the administration to describe the school’s unique academic focus. The value proposition captures what the school has to offer in service to students and parents, its primary audience. It is one or two sentences long.

Questions answered when developing this component:

Questions answered when developing this component:

What is your school all about?

Whittier is all about teamwork- n. Cooperative effort by the members of a group or team to achieve a common goal. Whittier works as a team to integrate all children from different backgrounds: economic, racial, ethnic, cultural, and gender diversity. The of benefits of integration include: helping children accept, respect, and value differences- all qualities that will help all of our children succeed in their future education, as well as in the real world. In order to provide students with the benefit of a more diverse learning experience.

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COMPELLING STORY

A “compelling story” is the consistent description elaborating the school’s unique academic characteristics and accomplishments. Like the academic value proposition, it captures what the school has to offer in service to students and parents, its primary audience. The compelling story extends the value proposition by detailing the school’s academic programs and services in a single paragraph.

Questions answered when developing this component:

What is unique about your school?

Whittier is a small school with a growing population. The following are excerpts from articles, studies, and reports that provide evidence that small schools improve student achievement:

In small schools, student achievement increases, particularly for minority and low-income students. Student attendance improves, graduation rates rise, and college going rates increase. Students are more engaged in their studies and are more likely to participate in extracurricular activities.

- The Center for Collaborative Education, 2003

A comprehensive study of Chicago's small schools found that small schools help students succeed. The study focused on 150 small urban schools founded between 1990 and 1997 and tracked their progress through 1999. Researchers found that students in these small schools had higher grade point averages, significantly lower dropout rates, and better attendance rates than their peers in larger urban schools.

- Patricia A. Wasley, Michelle Fine, Matt Gladden, Nicole E. Holland, Sherry P. King, Ester Mosak, and Linda Powell, 2000

Researchers found small schools are effective in combating the negative effects of poverty on student achievement and in narrowing the achievement gap that separates poor students from their affluent peers. Researchers studied approximately 13,600 urban, suburban, and rural schools in 2,290 districts in four diverse states - Georgia, Montana, Ohio, and Texas.

- Craig B. Howley and Robert Bickel, The Rural School and Community Trust, 2000

Why would anyone choose your school?

Everyone should choose our school because we work together with all stakeholders including: teachers, parents, paras, Metro Organization for People, Summer Scholars, Prodigal Son, Catholic Charities, Denver Foundation, Other neighborhood Schools in the Whittier area, in an intellectual effort to provide services essential to the well being of our community.

SCHOOL COMMUNITY

Describe Your School Community (should be based on data, not perceptions.)

- **Student Population** (# of students, racial, ethnic, gender breakdowns, ELL # and languages spoken, Special Education population, etc.)
- **Staff** (# of staff, racial, ethnic, gender breakdowns, languages spoken, # of beginning teachers, #non-tenured teachers, etc.)
- **Parents/Families** (level of involvement w/ school, parent demographics/ changes in parent demographics)
- **Community and Community Businesses** (job sectors represented, community partnerships, social service organizations)

PERFORMANCE ANALYSIS

(should be based on data, not perceptions)

Provide a summary analysis of your CSAP, CELA, benchmark assessments and any other data. Respond in the analysis to the following questions:

1. For the past 3 years we have been able to reduce the number of our students performing at the unsatisfactory level.
2. According to Everyday Math Assessments and CBLA data the majority of our students are low average.
3. Students lose proficiency in 4th and 5th grade math but gain proficiency when they are in 7th grade.
4. Based on data from 2007-2009CSAP the following are standards that student's exhibit lower performance in and have the highest point value: Math (1.1a, 2.2a., 4.2a, 5.4b, 6.1a,6.2b) Reading 1c, 4a, 4d,5a, 6b.
5. This is the first year in 5 that we have not made our goals based on AYP in Literacy and Elementary Math.
6. For the 2008-2009 school year the median growth declined by 6% for students in reading and by 5% in math for grades 3-5. Writing increased by 3% for grades 3-5. Reading decreased by 14% in reading by 11% in grades 6-8. Math increased by 7% with 52% of students at proficiency. CELA scores have also dropped from 20% to 10% in reading and writing.

ACTION PLAN

Teaching and Learning Goal 1

Goal: (School goal for where you want the school to be in three years. Should be based on measured student outcomes and needs identified in your Performance Analysis.) (SMART Goal)
The entire literacy staff will decrease the unsatisfactory reading rating every year by 10% from 2007-2010. Achievement will be determined by student performance on CSAP, Benchmark, DRA, and end of the year assessments.

Objective 1: (Must have at least two objectives which can be modified annually.) Objective Met New Objective Revised Objective

The entire literacy team will explicitly instruct students using the grade level appropriate Power Standards. The Power Standards by grade level are based on an analysis of the 2008-2009 Frameworks.

Strategy 1 to Support Objective 1: (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Teachers will continue to analyze the Power Standards and identify the essential concepts and skills for the purpose of increasing effective instructional planning and student learning.

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy
<p>1. Team reviews Instructional Planning Guides before/after every unit.</p> <p>2. Team Reads - Robert Marzano's <u>Classroom Instruction that Works</u>, reviews Power Standards, and discusses strategies with team.</p> <p>3. Team incorporates Power Standards and Classroom Instruction that Works strategies into daily classroom practice with a focus on: Note Taking, Practice, Feedback, Summary, Paraphrasing, an Compare and Contrast writing. We will also integrate Marzano's strategy of Vocabulary with use of the Busy Teacher's café vocabulary sheet. Vocabulary words along with prefixes and root words will be: in and out of context.</p> <p>4. Team reviews strategies taught and assesses progress by reviewing authentic student work. Teachers make adjustments to instruction accordingly, develop standards based instructional materials and implement the following week. Team also identifies standards where students are deficient and refers students to DPS Success teacher. Benchmark, DRA and Math Assessments will be reviewed tri-annually during these meetings.</p> <p>5. Grades K-2 will implement the program Foundations for the purpose of providing Tier 2 RTI support and establish and measure student sight word vocabulary.</p> <p><u>Measured Growth of all activities</u> Process will also be measured by a 2 week process. The first week teachers will turn in teacher developed student standards based work for targeted students to the principal. The second week teachers will discuss targeted students and their growth. Modifications to instruction will also be discussed. Student growth will be assessed by mid-year benchmark and additional benchmark testing if needed.</p>	<p>Humanities and Gifted and Talented Coach, Linnea Wilkinson Sara Chitwood ECE Teacher Marhi Reed Whitney, ECE teacher Michael Keatinge, Teacher Grade 2 and 3 Literacy Latricia Goodloe, Teacher Grades 4 and 5 Literacy Eric Ritter, Teacher Grades 6 and 7 Literacy Iruka Hikaru, Dance Teacher and Reading Recovery</p> <p>Principal, Jai Palmer Teachers, Donette Moe, Jennifer Stewart, Patricia Landy, Thelma Hood Humanities Facilitator Linnea Wilkinson</p>	<p>Progress toward the goal will be monitored tri-annually throughout the 2009-2010 school year by assessing students with the DRA and Benchmark Assessments. Progress will also be monitored monthly by formative assessment (authentic student work) meetings that will include the entire literacy staff. Adjustments will be made to instructional practices based on these assessments. Power Standards will be emphasized throughout the school week and particularly on Friday for the purpose of allocating additional practice to students. We will plan to have 60% of students either partially proficient or above by mid-year. Students who are still unsatisfactory at mid-year will receive academic intervention. The entire 2010 school year will be devoted to analyzing and fine tuning effective practices.</p>	<p>Instructional Planning Guides- No Cost</p> <p>Copy Paper- Approximately 5 reams</p> <p>Power Standards- The Power Standards have been developed based on data analysis of Whittier student performance on CSAP from 2005-2009.</p>	<ol style="list-style-type: none"> Teachers will continue to use the book : Classroom Instruction that Works for the purpose of teachers using the strategies from the book at an automatic level. Guiding questions and templates will be provided to help guide teachers through the process. Teachers will meet in academic instructional groups and time will be allocated for teachers to process and reflect. Humanities teacher and principal will offer guidance and instructional support. Humanities teacher and principal will meet weekly to debrief the process and make adjustments accordingly.

Strategy 2 to Support Objective 1: (These may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

After teachers have analyzed the Power Standards and identify the essential concepts and skills for the purpose of increasing effective instructional planning and student learning, we will begin to differentiate instruction based on formal and informal assessment.

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy
<p>1. Team reviews Instructional Planning Guides before/after every unit.</p> <p>2. Team Reads - Robert Marzano's <u>Classroom Instruction that Works</u>, reviews Power Standards, and discusses strategies with team. Note Taking, Practice, Feedback, summary, paraphrasing, compare, contrast writing.</p> <p>3. Team incorporates Power Standards and Classroom Instruction that Works strategies into daily classroom practice.</p> <p>4. Team reviews strategies taught and assesses progress by reviewing authentic student work. Teachers make adjustments to instruction accordingly and implement the following week. Team also identifies standards where students are deficient and refers students to DPS Success teacher. Benchmark, DRA and Math Assessments will be reviewed tri-annually during these meetings.</p> <p>5. The RTI will implement the use of Comprehension Cards and Reading Naturally for the purpose of providing individualized DRA Leveled Practice (Marzano Strategy) in grades 3-5 in the following standards: Main Idea, Supporting details, Context Clues, Prediction and Inference. Students will be selected based DRA, CSAP and Growth Potential Scores</p> <p><u>Measured Growth of all activities</u> Process will be measured by a 2 week process. The first week teachers will turn in teacher developed student standards based work for targeted students to the principal. The second week teachers will discuss targeted students and their growth. Modifications to instruction will also be discussed. Student growth will be assessed by mid-year benchmark and additional benchmark testing if needed.</p>	<p>Humanities and Gifted and Talented Coach, Linnea Wilkinson Michael Keatinge, Teacher Grade 3 Patricia Landy Grade 1 and 2 Literacy Latricia Goodloe, Teacher Grades 4 and 5 Literacy Eric Ritter, Teacher Grades 6, 7 and 8th grade Literacy</p> <p>Principal, Jai Palmer Teacher, Roberta Morrow</p>	<p>Progress toward the goal will be monitored tri-annually throughout the 2009-2010 school year by assessing students with the DRA and Benchmark Assessments. Progress will also be monitored monthly by formative assessment (authentic student work) meetings that will include the entire literacy staff. Adjustments will be made to instructional practices based on these assessments. Power Standards will be emphasized throughout the school week and particularly on Friday for the purpose of allocating additional practice to students. We will plan to have 60% of students either partially proficient or above by mid-year.</p> <p>The entire 2010 school year will be devoted to analyzing and fine tuning effective practices</p>	<p>Materials: Standards Frameworks, CSAP, Frameworks and Blue Prints</p>	<ol style="list-style-type: none"> 1. The Humanities coach and principal will plan over the summer to develop processes and templates to help teachers plan for differentiation. 2. Teachers will meet in academic instructional groups and time will be allocated for teachers to process and reflect after each unit taught. 3. Teachers will continue to use the book : Classroom Instruction that Works for the purpose of teachers using the strategies from the book at an automatic level.

Milestones: (Milestones are checkpoints that measure progress toward the stated objective. They help ensure that you are making interim progress toward meeting your annual objective. Milestones need to be measurable directly related to the objective, specific and clear, achievable and time specific.)

Milestones- At least 70% of the classrooms will have a rating of a lot in the category of differentiation by mid-year as based on the Teachscape Standard Tool from a baseline of 17% a lot recorded in 2007.

Milestone for objective- All teachers will have Individualized Student Plans for 5 students by Mid-Year. Plans will be reviewed by principal at goals and objectives meetings

Teaching and Learning Goal 1

Goal: (School goal for where you want the school to be in three years. Should be based on measured student outcomes and needs identified in your Performance Analysis.) (SMART Goal)
 The entire literacy staff will decrease the partially proficient rating every year by 10% for the 2007-2010 school year. Achievement will be determined by student performance on CSAP, Benchmark, and DRA End of the Year Assessments. The 10% decrease will result in a 10% cumulative gain in either proficient or advanced. *Note based on the midyear Benchmark this goal for grades 4 and 5 has been achieved.

Objective 2: (Must have at least two objectives which can be modified annually.) Objective Met New Objective Revised Objective
 The entire literacy team will implement a book study of Robert Marzano's Classroom Instruction that Works and instruct students using the research-based strategies.

Strategy 1 to Support Objective 2: (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)
 We will continue the implementation of the strategies from Classroom Instruction that Works by: 1. Reading the contents of this book and 2. Integrating the strategies into daily practice in unison with the District Planning Guides.

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy
<ol style="list-style-type: none"> 1. Team reviews Instructional Planning Guides before/after every unit. 2. Team Reads - Robert Marzano's <u>Classroom Instruction that Works</u>, reviews Power Standards, and discusses strategies with team. 3. Team incorporates Power Standards and Classroom Instruction that Works strategies into daily classroom practice and post how strategies will be used in daily classroom instruction in student friendly language. 4. Team reviews strategies taught and assesses progress by reviewing authentic student work. Teachers make adjustments to instruction accordingly and implement the following week. Team also identifies standards where students are deficient and refers students to DPS Success teacher. Benchmark, DRA and Math Assessments will be reviewed tri-annually during these meetings. 5. Teachers in grades 4 - 8 will develop explicit standards based materials with emphasis on constructed response that students will use based on the Marzano Strategy of distribution. Process will be monitored by a 2 week process. The first week teachers will turn in teacher developed student standards based work for targeted students to the principal. The second week teachers will discuss targeted students and their growth. Modifications to instruction will also be discussed. <p><u>Measured Growth of all activities</u> Process will be measured by a 2 week process. The first week teachers will turn in teacher developed student standards based work for targeted students to the principal. The second week teachers will discuss targeted students and their growth. Modifications to instruction will also be discussed. Student growth will be assessed by mid-year benchmark and additional benchmark testing if needed.</p>	<p>Humanities and Gifted and Talented Coach, Linnea Wilkinson Sara Chitwood, ECE Teacher Chitwood, Sara , ECE Teacher Marhi Reed Whitney, ECE teacher Michael Keatinge, Teacher Gr. 2 and 3 Literacy Latricia Goodloe, Teacher Grades 4 and 5 Literacy Eric Ritter, Teacher Grades 6, 7 and 8th Grade Literacy Iruka Hikaru, Dance Teacher and Reading Recovery</p> <p>Jai Palmer, Principal Latricia Barber, Literacy Teacher Eric Ritter, Literacy Teacher</p>	<p>(Projected timeframe for the implementation and completion of strategy.) Progress toward the goal will be monitored tri-annually throughout the 2009-2010 school year by assessing students with the DRA and Benchmark Assessments. Progress will also be monitored monthly by formative assessment (authentic student work) meetings that will include the entire literacy staff. Adjustments will be made to instructional practices based on these assessments. Power Standards will be emphasized throughout the school week and particularly on Friday for the purpose of allocating additional practice to students. We will plan to have 60% of students either partially proficient or above by mid-year. Students who are still unsatisfactory at mid-year will receive academic intervention The entire 2010 school year will be devoted to analyzing and fine tuning effective practices</p>	<p>Book: Classroom Instruction that Works 24.95 @ 15 = 187.12</p>	<ol style="list-style-type: none"> 1. Since summaries, author's purpose, and author's point of view have a high effect on student achievement pertaining to the Colorado State Standards we will begin the implementation of these processes. 2. The Humanities teacher, principal and teachers will begin to implement strategies from the book that have a direct relationship with summaries. For example: Checklist will assist students with understanding their proficiency level of writing a summary. Teachers will develop their own reasoning as well. 3. Teachers will meet in academic instructional groups and time will be allocated for teachers to process and reflect after each unit taught.

Strategy 2 to Support Objective 2: (These may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Teachers will continue to identify the explicit correlation relationship of strategies from the book, Classroom Instruction the Works and the Power Standards. Teachers will document their experiences on school developed Individualized Student Plans.

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy
<ol style="list-style-type: none"> 1. Team reviews Instructional Planning Guides before/after every unit. 2. Team Reads - Robert Marzano's <u>Classroom Instruction that Works</u>, reviews Power Standards, and discusses strategies with team. Utilization of book will be measured through the practice of teachers developing standards based materials with an emphasis on practice, similarities and differences, and feedback. Process will also be measured by a 2 week process. The first week teachers will turn in teacher developed student standards based work for targeted students to the principal. The second week teachers will discuss targeted students and their growth. Modifications to instruction will also be discussed. Student growth will be assessed by mid-year benchmark and additional benchmark testing if needed. 3. Team incorporates Power Standards and Classroom Instruction that Works strategies into daily classroom practice and post how strategies will be used in daily classroom instruction in student friendly language. 4. Team reviews strategies taught and assesses progress by reviewing authentic student work. Teachers make adjustments to instruction accordingly and implement the following week. Team also identifies standards where students are deficient and refers students to DPS Success teacher. Benchmark, DRA and Math Assessments will be reviewed tri-annually during these meetings. 	<p>Humanities and Gifted and Talented Coach, Linnea Wilkinson Sara Chitwood ECE Teacher Marhi Reed-Whitney, ECE teacher Michael Keatinge, Teacher Grades 2 and 3 Literacy Latricia Goodloe, Teacher Grades 4 and 5 Literacy Eric Ritter, Teacher Grades 6, 7 and 8th Grade Literacy Iruka Hikaru, Dance Teacher</p>	<p>Progress toward the goal will be monitored tri-annually throughout the 2009-2010 school year by assessing students with the DRA and Benchmark Assessments. Progress will also be monitored monthly by formative assessment (authentic student work) meetings that will include the entire literacy staff. Adjustments will be made to instructional practices based on these assessments. Power Standards will be emphasized throughout the school week and particularly on Friday for the purpose of allocating additional practice to students. We will plan to have 60% of students either partially proficient or above by mid-year. Students who are still unsatisfactory at mid-year will receive academic intervention</p> <p>The entire 2010 school year will be devoted to analyzing and fine tuning effective practices</p>	<p>Book: Classroom Instruction that Works 24.95 @ 15 = 187.12</p> <p>Power Standards- The Power Standards have been developed based on data analysis of Whittier student performance on CSAP from 2005-2009.</p>	<ol style="list-style-type: none"> 1. Continuous conversations will be held for the purpose of identifying skills for each power standard attempted in 06-08 for the purpose of clarifying encumbrances. 2. Guiding questions and templates will be provided to help guide teachers through the process. 3. Teachers will meet in academic instructional groups and time will be allocated for teachers to process and reflect. 4. Principal and teachers will offer guidance and instructional support as a team.

Milestones: (Milestones are checkpoints that measure progress toward the stated objective. They help ensure that you are making interim progress toward meeting your annual objective. Milestones need to be measurable directly related to the objective, specific and clear, achievable and time specific.)

Milestone for objective- All teachers will have Individualized Student Plans for 5 students by Mid-Year. Plans will be reviewed by principal at goals and objectives meetings.

Teaching and Learning Goal 2

Goal: (School goal for where you want the school to be in three years. Should be based on measured student outcomes and needs identified in your Performance Analysis.) (SMART Goal)

The entire math staff will decrease the unsatisfactory math rating every year by 10% from 2007-2010. Achievement will be determined by student performance on CSAP, Benchmark, and end of the year assessments. . *Note-based on the midyear Benchmark this goal for grades 4 and 5 has been achieved.

Objective 1: (Must have at least two objectives which can be modified annually.) Objective Met New Objective Revised Objective

The entire math team will continue to explicitly instruct students using the grade level appropriate Power Standards. The Power Standards by grade level are based on an analysis of the 2005-2008 Frameworks.

Strategy 1 to Support Objective 1: (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Teachers will analyze the Power Standards and identify the essential concepts and skills for the purpose of increasing effective instructional planning and student learning.

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy.
<ol style="list-style-type: none"> 1. Team reviews Instructional Planning Guides before/after every unit. 2. Team Reads - Robert Marzano's <u>Classroom Instruction that Works</u>, reviews Power Standards, and discusses strategies with team with a focus on: Note Taking, Practice, Feedback, and Similarities and Differences. . Process will be monitored by a 2 week process. The first week teachers will turn in teacher developed student standards based work for targeted students to the principal. The second week teachers will discuss targeted students and their growth. Modifications to instruction will also be discussed. 3. Team incorporates Power Standards and Classroom Instruction that Works strategies into daily classroom practice and post how strategies will be used in daily classroom instruction in student friendly language. 4. Team reviews strategies taught and assesses progress by reviewing authentic student work. Teachers make adjustments to instruction accordingly Team also identifies standards where students are deficient and provides materials to move students to the next proficiency level as based on the Benchmark Assessment <u>Measured Growth of all activities</u> Process will be measured by a 2 week process. The first week teachers will turn in teacher developed student standards based work for targeted students to the principal. The second week teachers will discuss targeted students and their growth. Modifications to instruction will also be discussed. Student growth will be assessed by mid-year benchmark and additional benchmark testing if needed. 	<p><u>Staff Responsible</u> Principal, Jai Palmer Lynette Hall-Jones, Teacher Grades 2 and 3 Math Norma Benjamin, Teacher Grades 4 and 5 Math Paul Sandlin, Teacher Grades 6 and 8th Grade Math</p> <p>Jai Palmer, Principal Norma Benjamin, Teacher</p>	<p>Progress toward the goal will be monitored tri-annually throughout the 2009-2010 school year by assessing students with the Everyday Math and Benchmark Assessments. Progress will also be monitored monthly by formative assessment (authentic student work) meetings that will include the entire literacy staff. Adjustments will be made to instructional practices based on these assessments. Power Standards will be emphasized throughout the school week and particularly on Friday for the purpose of allocating additional practice to students. We will plan to have 60% of students either partially proficient or above by mid-year. Students who are still unsatisfactory at mid-year will receive academic intervention pending on school budget. The entire 2010 school year will be devoted to analyzing and fine tuning effective practices</p>	<p>Instructional Planning Guides- No Cost</p> <p>Copy Paper- Approximately 5 reams</p> <p>Power Standards- The Power Standards have been developed based on data analysis of Whittier student performance on CSAP from 2005-2009.</p>	<ol style="list-style-type: none"> 1. Teachers will meet in academic instructional groups and time will be allocated for teachers to process and reflect. 2. The principal will offer guidance and instructional support. 3. Professional development will be ongoing based on student and teacher need. 4. Continuous conversations will be held for the purpose of identifying skills for each power standard attempted in 06-08 for the purpose of clarifying encumbrances.

Strategy 2 to Support Objective 1: (These may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

After teachers have analyzed the Power Standards and identify the essential concepts and skills for the purpose of increasing effective instructional planning and student learning, we will begin to differentiate instruction based on formal and informal assessment

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy
<ol style="list-style-type: none"> 1. Team reviews Instructional Planning Guides before/after every unit. 2. Team Reads - Robert Marzano's <u>Classroom Instruction that Works</u>, reviews Power Standards, and discusses strategies with team with a focus on: Note Taking, Practice, Feedback, and Similarities and Differences. 3. Team incorporates Power Standards and Classroom Instruction that Works strategies into daily classroom practice and post how strategies will be used in daily classroom instruction in student friendly language. 4. Team reviews strategies taught and assesses progress by reviewing authentic student work. Teachers make adjustments to instruction accordingly and implement the following week. Team also identifies standards where students are deficient and refers students to DPS Success teacher. Benchmark, DRA and Math Assessments will be reviewed tri-annually during these Meeting <p><u>Measured Growth of all activities</u> Process will be measured by a 2 week process. The first week teachers will turn in teacher developed student standards based work for targeted students to the principal. The second week teachers will discuss targeted students and their growth. Modifications to instruction will also be discussed. Student growth will be assessed by mid-year benchmark and additional benchmark testing if needed.</p>	<p><u>Staff Responsible</u> Principal, Jai Palmer Lynette Hall-Jones, Teacher Grades 3 Math Roberta Morrow Grade 1 and 2 Math Norma Benjamin, Teacher Grades 4 and 5 Math Paul Sandlin, Teacher Grades 6 7, and 8th Grade Math</p>	<p>Progress toward the goal will be monitored tri-annually throughout the 200-2010 school year by assessing students with the DRA and Benchmark Assessments. Progress will also be monitored monthly by formative assessment (authentic student work) meetings that will include the entire literacy staff. Adjustments will be made to instructional practices based on these assessments. Power Standards will be emphasized throughout the school week and particularly on Friday for the purpose of allocating additional practice to students. We will plan to have 60% of students either partially proficient or above by mid-year. Students who are still unsatisfactory at mid-year will receive academic intervention</p> <p>The entire 2010 school year will be devoted to analyzing and fine tuning effective practices</p>	<p>Materials: Standards Frameworks, CSAP, Frameworks and Blue Prints</p>	<ol style="list-style-type: none"> 1. Teachers will meet in academic instructional groups and time will be allocated for teachers to process and reflect. 2. The principal will offer guidance and instructional support. 3. Professional development will be ongoing based on student and teacher need.

Teaching and Learning Goal 2

Goal: (School goal for where you want the school to be in three years. Should be based on measured student outcomes and needs identified in your Performance Analysis.) (SMART Goal)
 The entire math staff will decrease the partially proficient rating every year by 10% rating for the 2007-2010 school year. Achievement will be determined by student performance on CSAP, Benchmark, and End of the Year Assessments. The 10% decrease will result in a 10% cumulative gain in either proficient or advanced.

Objective 2: (Must have at least two objectives which can be modified annually.) Objective Met New Objective Revised Objective
 The entire math team will implement a book study of Robert Marzano’s Classroom Instruction that Works and instruct students using the research-based strategies.

Strategy 1 to Support Objective 2: (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)
 We will continue the implementation of the strategies from Classroom Instruction that Works by: 1. Reading the contents of this book and 2. Integrating the strategies into daily practice in unison with the District Planning Guides.

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy
<ol style="list-style-type: none"> 1. Team reviews Instructional Planning Guides before/after every unit. 2. Team Reads - Robert Marzano’s <u>Classroom Instruction that Works</u>, reviews Power Standards, and discusses strategies with team with a focus on: Note Taking, Practice, Feedback, and Similarities and Differences 3. Team incorporates Power Standards and Classroom Instruction that Works strategies into daily classroom practice and post how strategies will be used in daily classroom instruction in student friendly language. 4. Team reviews strategies taught and assesses progress by reviewing authentic student work. Teachers make adjustments to instruction accordingly and implement the following week. Team also identifies standards where students are deficient and refers students to DPS Success teacher. Benchmark, DRA and Math Assessments will be reviewed tri-annually during these meetings. <p><u>Measured Growth of all activities</u> Process will be measured by a 2 week process. The first week teachers will turn in teacher developed student standards based work for targeted students to the principal. The second week teachers will discuss targeted students and their growth. Modifications to instruction will also be discussed. Student growth will be assessed by mid-year benchmark and additional benchmark testing if needed.</p>	<p><u>Staff Responsible</u> Principal, Jai Palmer Lynette Hall-Jones, Teacher Grades 2 and 3 Math Paul Sandlin, Teacher Grades 6 7, and 8th Grade Math</p>	<p>The entire 2010 school year will be devoted to analyzing and fine tuning effective practices</p>	<p>Book: Classroom Instruction that Works 24.95 @ 15 = 187.12</p>	<ol style="list-style-type: none"> 1. The math principal and math teachers will begin to implement strategies from the book that have a direct relationship with summaries. 2. Teachers will meet in academic instructional groups and time will be allocated for teachers to process and reflect after each unit taught.

Strategy 2 to Support Objective 2: (These may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Teachers will begin to identify the explicit correlational relationship of strategies from the book, Classroom Instruction the Works and the Power Standards. Teachers will document their experiences on school developed Individualized Student Plans.

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy
<ol style="list-style-type: none"> 1. Team reviews Instructional Planning Guides before/after every unit. 2. Team Reads - Robert Marzano's <u>Classroom Instruction that Works</u>, reviews Power Standards, and discusses strategies with team with a focus on: Note Taking, Practice, Feedback, and Similarities and Differences. 3. Team incorporates Power Standards and Classroom Instruction that Works strategies into daily classroom practice and post how strategies will be used in daily classroom instruction in student friendly language. 4. Team reviews strategies taught and assesses progress by reviewing authentic student work. Teachers make adjustments to instruction accordingly and implement the following week. Team also identifies standards where students are deficient and refers students to DPS Success teacher. Benchmark, DRA and Math Assessments will be reviewed tri-annually during these Meeting. <p><u>Measured Growth of all activities</u> Process will be measured by a 2 week process. The first week teachers will turn in teacher developed student standards based work for targeted students to the principal. The second week teachers will discuss targeted students and their growth. Modifications to instruction will also be discussed. Student growth will be assessed by mid-year benchmark and additional benchmark testing if needed.</p>	<p><u>Staff Responsible</u> Principal, Jai Palmer Lynette Hall-Jones, Teacher Grades 2 and 3 Math Paul Sandlin, Teacher Grades 6,7and 8th Grade Math</p>	<p>Progress toward the goal will be monitored tri-annually throughout the 2009-2010 school year by assessing students with the Everyday Math and Benchmark Assessments. Progress will also be monitored monthly by formative assessment (authentic student work) meetings that will include the entire math staff. Adjustments will be made to instructional practices based on these assessments. We will plan to have 60% of students either partially proficient or above by mid-year. Students who are still unsatisfactory at mid-year will receive additional academic intervention</p> <p>The entire 2010 school year will be devoted to analyzing and fine tuning effective practices</p>	<p>Power Standards- The Power Standards have been developed based on data analysis of Whittier student performance on CSAP from 2005-2008.</p> <p>Book: Classroom Instruction that Works 24.95 @ 15 = 187.12</p>	<ol style="list-style-type: none"> 1. The math team will continue to implement strategies from the book: Classroom Instruction that Works by Robert Marzano with and emphasis on the following: Similarities and Differences, Practice, Note Taking, and Feedback 2. Teachers will meet in academic instructional groups and time will be allocated for teachers to process and reflect after each unit taught. 3. The principal and teachers will continue to focus staff development on benchmark results.

Milestones: (Milestones are checkpoints that measure progress toward the stated objective. They help ensure that you are making interim progress toward meeting your annual objective. Milestones need to be measurable directly related to the objective, specific and clear, achievable and time specific.)

- Milestone- At least 3 strategies from the Identify Research-Based section on the Standard look for tools by Teachscape will be identifiable 70% of the time by classroom observers at mid-year.
- Milestone for objective- All teachers will have Individualized Student Plans for 5 students by Mid-Year. Plans will be reviewed by principal at goals and objectives meetings.

Note: This goal may be used for Title I Schoolwide Programs

School: Whittier

Principal: Jai Palmer

SIP Years: 2007-2010

Parent and Community Engagement Goal: "Include strategies to increase parental involvement, such as family literacy services. Include parents in developing the schoolwide/school improvement plan and in establishing family involvement activities. Ensure that parents participate in teacher-parent conferences, in the review of student progress toward attainment of state standards and in shaping strategies to ensure that all children meet the state academic achievement standards." (Refer to DPS Board of Education Policy KB – Parent Involvement.)

Objective 1: Increase parent involvement by from scheduling from 10 events to 20 events by coordinating PFTCO Parent Family Teacher Association activities with the school's vision and focus. The PFTO will help with the following activities: fundraising, spirit week, kickball tournament, school store, articulation with Manual High School, clean-up days, and clerical work.

Strategy 1 to Support Objective 1: This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible	Timeline	Resources and Budget	Professional Development in Support of the Strategy
Person responsible will dialogue with parents and assist parents with developing activities for students.	Principal Classroom Teachers	2009-2010 school year	None	Small group discussion with parents and ongoing conversation with principal.

Strategy 2 to Support Objective 1: (These may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity	Person(s) responsible	Timeline	Resources and Budget	Professional Development in Support of the Strategy
Continue to consistently schedule monthly for parents to hold meetings at the school site for the purpose of planning activities for the benefit of the school and to merge efforts with school's CSC.	Principal Classroom Teachers	2009-2010 school year	School Building	Support of the Strategy Small group discussion with parents and ongoing conversation with principal.

Milestones: Goals listed in objective 1 have been scheduled and then completed.

Attendance and Enrollment Goal (if needed)

Goal: Increase monetary funding by adding another KDG at Whittier K-8

Objective 1: Build consensus amongst staff and.

Strategy 1 to Support Objective 1: To be determined

Activity	Person(s) responsible	Timeline	Resources and Budget	Professional Development in Support of the Strategy
The CSC will begin the process of transforming Whittier K-8 into a Innovation School	CSC committee/Teachers	2009-2010 school year	None	Speakers from the innovation department and documentation

Strategy 2 to Support Objective 1: (These may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy

Milestones: Goals listed in Objective 1 have been scheduled for the 2009-2010 school year.

School Safety, Climate and Culture Goal (if needed)

Goal: (School goal for where you want the school to be in three years. Should be based on needs identified in your Performance Analysis. Include any strategies that increase the safety of students such as anti-bullying strategies.) (Smart Goal)

Objective 1: (Must have at least one objective which can be modified annually.)

Strategy 1 to Support Objective 1: (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy
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Strategy 2 to Support Objective 1: (These may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy
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Milestones: (Milestones are checkpoints that measure progress toward the stated objective. They help ensure that you are making interim progress toward meeting your annual objective. Milestones need to be measurable directly related to the objective, specific and clear, achievable and time specific.)

SCHOOL IMPROVEMENT PLAN EVALUATION/STATUS REPORT

School Name: Whittier

Year: 2008-2009

Midyear: Year-end:

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Teaching and Learning Goal 1:

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: <ul style="list-style-type: none"> Activity/Action Step 1a Activity/Action Step 1b Professional Development in Support of Strategy 1 	2008-2009 School Goals not met 2009-2010 Goals potentially met as based on mid year Benchmark and adjustment to teacher conferences with principal.	More monitoring of student teacher progress on a weekly basis will be used to improve implementation of plans. Benchmark and DRA assessments will also be increased if necessary to measure growth.
Strategy 2: <ul style="list-style-type: none"> Activity/Action Step 2a Activity/Action Step 2b Professional Development in Support of Strategy 2 	2008-2009 School Goals not met 2009-2010 Goals potentially met as based on mid year Benchmark and adjustment to teacher conferences with principal.	More monitoring of student teacher progress on a weekly basis will be used to improve implementation of plans. Benchmark and DRA assessments will also be increased if necessary to measure growth.

Status of Objective 2

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: <ul style="list-style-type: none"> Activity/Action Step 1a Activity/Action Step 1b Professional Development in Support of Strategy 1 	2008-2009 School Goals not met 2009-2010 Goals potentially met as based on mid year Benchmark and adjustment to teacher conferences with principal.	More monitoring of student teacher progress on a weekly basis will be used to improve implementation of plans. Benchmark and DRA assessments will also be increased if necessary to measure growth.
Strategy 2: <ul style="list-style-type: none"> Activity/Action Step 2a Activity/Action Step 2b Professional Development in Support of Strategy 2 	2008-2009 School Goals not met 2009-2010 Goals potentially met as based on mid year Benchmark and adjustment to teacher conferences with principal.	More monitoring of student teacher progress on a weekly basis will be used to improve implementation of plans. Benchmark and DRA assessments will also be increased if necessary to measure growth.

School Name:

Year: 2009-2010

Midyear: Year-end:

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Teaching and Learning Goal 2:

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1 	<p>2008-2009 Goals potentially met as based on mid year Benchmark and adjustment to teacher conferences with principal.</p>	<p>More monitoring of student teacher progress on a weekly basis will be used to improve implementation of plans. Benchmark and DRA assessments will also be increased if necessary to measure growth.</p>
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2 	<p>2008-2009 Goals potentially met as based on mid year Benchmark and adjustment to teacher conferences with principal.</p>	<p>More monitoring of student teacher progress on a weekly basis will be used to improve implementation of plans. Benchmark and DRA assessments will also be increased if necessary to measure growth.</p>

Status of Objective 2

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1 	<p>2008-2009 Goals potentially met as based on mid year Benchmark and adjustment to teacher conferences with principal.</p>	<p>More monitoring of student teacher progress on a weekly basis will be used to improve implementation of plans. Benchmark and DRA assessments will also be increased if necessary to measure growth.</p>
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2 	<p>2008-2009 Goals potentially met as based on mid year Benchmark and adjustment to teacher conferences with principal.</p>	<p>More monitoring of student teacher progress on a weekly basis will be used to improve implementation of plans. Benchmark and DRA assessments will also be increased if necessary to measure growth.</p>

School Name:

Year:

Midyear: Year-end:

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Parent and Community Engagement Goal:

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: <ul style="list-style-type: none"> Activity/Action Step 1a Activity/Action Step 1b Professional Development in Support of Strategy 1 	The PTA has already schedule 10 events including spirit week, school dances, fundraisers, school store with half of the year left.	None at this time
Strategy 2: <ul style="list-style-type: none"> Activity/Action Step 2a Activity/Action Step 2b Professional Development in Support of Strategy 2 	PTA continues to hold monthly meets for the purpose of fundraising and providing activities for students	None at this time

Status of Objective 2

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: <ul style="list-style-type: none"> Activity/Action Step 1a Activity/Action Step 1b Professional Development in Support of Strategy 1 		
Strategy 2: <ul style="list-style-type: none"> Activity/Action Step 2a Activity/Action Step 2b Professional Development in Support of Strategy 2 		

School Name:

Year:

Midyear: Year-end:

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Attendance and Enrollment Goal: (if needed)

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: <ul style="list-style-type: none"> • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1 	We have added another KDG for the purpose of increasing student achievement	None at this time
Strategy 2: <ul style="list-style-type: none"> • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2 	2009-2010 goals have been implemented. The CSC and teachers are meeting every 2 weeks to develop innovation plan.	We are attempting to hire a grant writer to complete the process.

Status of Objective 2 (optional)

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: <ul style="list-style-type: none"> • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1 		
Strategy 2: <ul style="list-style-type: none"> • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2 		

School Name:

Year:

Midyear: Year-end:

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

School Climate and Culture Goal: (if needed)

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: <ul style="list-style-type: none">• Activity/Action Step 1a• Activity/Action Step 1b• Professional Development in Support of Strategy 1		
Strategy 2: <ul style="list-style-type: none">• Activity/Action Step 2a• Activity/Action Step 2b• Professional Development in Support of Strategy 2		

Status of Objective 2 (optional)

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: <ul style="list-style-type: none">• Activity/Action Step 1a• Activity/Action Step 1b• Professional Development in Support of Strategy 1		
Strategy 2: <ul style="list-style-type: none">• Activity/Action Step 2a• Activity/Action Step 2b• Professional Development in Support of Strategy 2		

APPENDICES

APPENDIX A: School and Parent Compact

SAMPLE TEMPLATE OF SCHOOL AND PARENT COMPACT

Appendix A
School-Parent Agreement (Policy)/Compact

SAMPLE TEMPLATE*

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent policy that is jointly developed with parents for all children participating in Title I Part A activities, services, and programs. The compact, also jointly developed with parents, is part of the school's written parental involvement agreement (policy) developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

SCHOOL PARENTAL INVOLVEMENT AGREEMENT (POLICY)

Whittier will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Appendix A

8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Whittier will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

Appendix A

SCHOOL-PARENT COMPACT

Whittier staff, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2007-2008.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The Whittier staff will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

[Describe when the parent-teacher conferences will be held.]

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Describe when and how the school will provide reports to parents.]

Appendix A

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

[Describe when, where, and how staff will be available for consultation with parents.]

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:

1. *Monitoring attendance.*
2. *Making sure that homework is completed.*
3. *Monitoring amount of television their children watch.*
4. *Volunteering in my child's classroom.*
5. *Participating, as appropriate, in decisions relating to my children's education.*
6. *Promoting positive use of my child's extracurricular time.*
7. *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
8. *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

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Appendix A

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

1. *Do my homework every day and ask for help when I need to.*
2. *Read at least 30 minutes every day outside of school time.*
1. *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

School Parent(s) Student

Date Date Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

***This sample template is not an official Colorado Department of Education document. It is provided only as an example.**

APPENDIX B: PROFESSIONAL DEVELOPMENT FORMS

Denver Public Schools

Launching Professional Study for the Year

Launching Professional Study for the Year

When planning a comprehensive professional development program for your school, here are some important things to keep in mind.

Effective professional development is...

- **Directly focused on helping to achieve student learning goals and supporting student learning needs.**
- **A collaborative endeavor - teachers and administrators work together in planning and implementation.**
- **School-based and job-embedded.**
- **A long-term commitment.**
- **Differentiated.**
- **Tied to the district goals.**

Focus for Professional Study

Why?—Comes directly from goals for student learning and achievement

Content of Professional Study

What do you want teachers to understand with depth in order to enhance student learning and achievement?

1. Teachers will identify, understand, and instruct explicitly the essential task necessary for students to become proficient.
2. Teachers will implement the strategies from the book, Classroom Instruction that Works and identify the strategies that have a substantial effect on specific Power Standards. For example, “Does teaching summary improve main idea, supporting details, inferencing and author’s purpose?”
3. How does using the two identified strategies above help teachers begin to differentiate their instruction?

Learning Community Goals

How will you build a community in which members learn together and deepen their understanding of the above content?

Teachers will learn and build community by planning together throughout the entire 2007-2008 school year. Teachers will also use the same materials for the purpose of building consistency and continuity of instruction: Planning Guides, Classroom Instruction that Works, Power Standards, Strategies from Unwrapping the Standards,

Planting the Seeds for Professional Studies

Launching the Study

- **How**, in the opening keynote, will I inspire energy, commitment, and build community around the school goals? Will I...
 - Share a piece of literature- We will share 3rd grade CSAP data from 2006-2007 for the purpose of justifying new strategies.
 - Build a common vision (*I dream of a school where...*)
 - Share my own goals as the principal teacher in the building- Correlational relationship of strategies from the book, Classroom Instruction the Works and the Power Standards
 - Tell a teaching/learning story- Recess repetition to Standards Practice
 - Develop an apt metaphor- Differentiate the Standards
- **How** will I structure the days prior to school opening? How will I use different configurations to develop the focus?
 - Meeting by departments
 - Whole staff
- **What** rituals and routines will I put into place that will support the learning community?
 - Rotating roles as facilitator/recorder/knowledge purveyor
 - Using student work to inform instruction- formal and informal
 - Taking notes on classrooms and professional study- Use teachscape training
 - Keeping a professional journal- Write down observations pay close attention to explicit instruction and correlation with standard
- **Who** can help facilitate in my school?
 - Know expertise in school (teacher-leaders, facilitators, members of other cohort schools)- Use entire staff
 - Defuse the naysayer- Read Book: Getting to Yes, review data, and individual conferences (with accountability)
- **How** will you know the professional development sessions were worthwhile?
 - Written artifacts (e.g., curriculum calendar, District Pacing and Planning Guides, study group notes, reflections)
 - Observational evidence
 - Quality of talk at meeting
 - Teacher initiated follow-up plan
 - Teacher leaders emerge
- **What** role will I play (apart from the keynote)?
 - Facilitate whole/small groups

- Sit in on discussions and feedback
- Hold individual conferences
- **What** network resources will be helpful?
 - Content-focused workshops
 - Network staff developers
 - Facilitators in school
 - Suggested professional literature (books, articles, etc.)
- **What** resources can I offer my colleagues in my network?
 - Which principals/facilitators/teachers can lead workshops for others?
 - What's working in my school?
 - Best Practices sharing

How will I balance professional study time with administrative operational responsibilities?

- When will you provide time for teachers to engage in individual professional planning time?
- When will you share mandated information such as child abuse/suicide prevention, fire/safety rules?
- When will you address the school's administrative needs such as registration, attendance procedures, etc.?
- What systems do you have in place for setting up supplies, emergency cards, and more?
- What is the plan for the first day of school?

How will I sustain the study? (Sowing the seeds)

- Faculty Meetings
- 90 Minutes per week of Professional Study
- Facilitation
- Department/Grade Level Meetings
- Study Groups
- Book Groups
- Inter-visitation within the school and at other sites

PROFESSIONAL DEVELOPMENT PLAN

Goal	Activity	Responsibility	Schedule	Resources	Expected Outcome	Reflection on Outcome for Planning Next Steps
Provide Information for Staff on Expectations for the school year	<p>Principal leads majority of the faculty in discussion of school wide expectations</p> <ul style="list-style-type: none"> • Principal addresses all staff and communicates professional expectations by presenting the school handbook • Principal reviews teachers schedule and annual school procedures: Tutoring at the beginning of the year, specials tutoring, specials classroom assistance, grade assignment, observation schedule • Principal highlights significant changes in district policy: DRA K-8 (detailed overview with brief training by Literacy Coach), Literacy Coach priorities and triage, Benchmark Testing (brief overview) and Collaborative Scoring, Skills Block Materials, New Teachers Guides (Put in notebooks, review comments/questions), Power Standards and Standardized Planning questions preview (we will begin deeper discussion Friday morning), location of materials, enrollment concerns, procedures for the first day of school, clerical procedures, ILP procedures • Staff given CSAP, Power Standards questions and Standard questions to review for Friday's discussion 	Principal and Literacy Coach	August 13, 7:30-11:30	Teacher's Notebook	<p>Sets tone for year and ensures staff understands expectations school wide</p> <ul style="list-style-type: none"> • Helps build cohesive staff and promotes conditions and environment where all can be successful • Introduce new documents and provide time Review CSAP data	<p>Keep focus on learning and teaching, with operational issues given brief clarification</p> <ul style="list-style-type: none"> • Planning the materials to include details that facilitate conversations around expectations and new information • Holding onto the chart paper and returning to it periodically throughout the two days of professional development • Clearly stating the importance of the Power Standards and how previous data justifies this focus • Staff development plan for the day has been debriefed by Principal and Literacy Coach before meeting begins

Reflection on conversations and planning	<p>Supports contractual agreement and ensures that classroom is prepared for focused instruction to take place</p> <ul style="list-style-type: none"> • Article 8 – Professional Standards • Classroom libraries, Everyday Math, and TRAC materials in accordance with Best Practice procedures are ready for August 21 	Teachers	August 13, 11:30-3:00	None	Teachers reflect on morning activities and prep their classrooms	<p>Enough time is allocated for teachers to plan for the school year</p> <ul style="list-style-type: none"> • Classroom libraries set up, charts posted, Everyday Math materials organized, lesson plans reflect morning staff development, school procedures posted
Communication of Goals and Objectives	<p>Principal addresses all staff and describes the year's instructional goals, based on recently assessed student strengths and needs</p> <ul style="list-style-type: none"> • Principal describes observational assessments of students as learners –what has been seen on walkthroughs and in looking at student work • Principal outlines recent formal data (CSAP at each grade level and within different standard strands) • Principal and staff develop learning goals for the year and understand how they relate to observational and standardized assessments of student achievement: shared reading, guided reading, independent reading, Power Standards Day, Game Day • Staff reflects on today's accomplished work and share with other teams 	Principal Humanities Coach Special Ed. Teacher	August 14, 7:30-11:30	DRA, Frameworks, Data Notebook	<ul style="list-style-type: none"> • Looking at the CSAP data typical of all students throughout the school makes observations more concrete • Examining specific aspects; standards and student results at different grade levels to deepen the understanding of academic expectation and teacher influence on student performance • Staff development plan for the day has been debriefed by Principal and Literacy Coach before meeting occurs 	<ul style="list-style-type: none"> • Looking at the CSAP data typical of all students throughout the school makes observations more concrete • Examining specific aspects; standards and student results at different grade levels to deepen the understanding of academic expectation and teacher influence on student performance • Staff development plan for the day has been debriefed by Principal and Literacy Coach before meeting occurs

Organization of Smart Goal	Literacy Coach and teachers organize Books for Grades 3-5 <ul style="list-style-type: none"> Teachers level books based on DRA Literacy Coach prompts teachers for suggestions 	Humanities Coach and Staff	Week of September 8 7:15-9:30	Guided Reading materials from Nancy Harris	Organize materials for the purpose of effective implementation <ul style="list-style-type: none"> DRA leveled Guided Reading Groups Succession of groups to the next books 	
Organization of Smart Goal	Literacy Coach and teachers organize Books for Grades 6-8 <ul style="list-style-type: none"> Teachers level books based on DRA Literacy Coach prompts teachers for suggestions 	Humanities Coach and Staff	Week of September 15 7:15-9:30	Guided Reading materials from Nancy Harris	Organize materials for the purpose of effective implementation <ul style="list-style-type: none"> DRA leveled Guided Reading Groups Succession of groups to the next books	
Assessment and Intervention	Benchmark Scoring <ul style="list-style-type: none"> Teachers score benchmarks for the purpose of planning and targeting specific standards 	Staff	Week of September 22 7:15-8:10	Organize and Rank standards based on student deficiencies. Standards that are have the lowest score will receive the most instruction and so on	Organize materials for the purpose of effective implementation <ul style="list-style-type: none"> DRA leveled Guided Reading Groups Succession of groups to the next books 	The following strategies will be emphasized based on the book: Classroom Instruction that Works: <ul style="list-style-type: none"> Practice Similarities and differences Feedback

APPENDIX C: TITLE I SCHOOLWIDE BUDGET
(Please attach your Title I Budget)

APPENDIX D: ECE Transition and Highly Qualified Teacher Plan

Appendix D

Title I Schoolwide Programs

<p>Transition for Early Childhood Programs Plan: Describe school plan for assisting preschool children in the transition from ECE programs (if applicable) such as Head Start, Early Reading First, or a state or local preschool program.</p>				
<p>Strategy 1 Kindergarten transition parent meetings.</p>				
<p>Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)</p> <p>ECE Teacher School Principal</p>	<p>Timeline (Projected timeframe for the implementation and completion of strategy.)</p> <p>Purchase materials by February/March. Distribute at parent meeting in April/May.</p>	<p>Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)</p> <p>Title I ECE materials & supplies dollars – estimated maximum cost \$10 per child. Early Education transition parent documents – no cost, internal document in use.</p>	<p>Professional Development in Support of the Strategy</p> <p>Agenda item for ECE professional development sessions in October with reminders at February sessions.</p>	<p>Assessment to Measure Strategy</p> <p>Electronic feedback request to all ECE teachers/principals March – will also serve as additional reminder to both teachers and principals. Ask for date, number in attendance, feedback.</p>
<p>Strategy 2 Kindergarten classroom visitations.</p>				
<p>Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)</p> <p>ECE teachers Kindergarten teachers School principals</p>	<p>Timeline (Projected timeframe for the implementation and completion of strategy.)</p> <p>Final month of school or March parent meetings.</p>	<p>Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)</p> <p>Early Education transition parent documents – no cost, internal document in use. Title I ECE materials & supplies dollars if books or summer parent/child materials are needed</p>	<p>Professional Development in Support of the Strategy</p> <p>Agenda item for ECE professional development sessions in October with reminders at February sessions.</p>	<p>Assessment to Measure Strategy</p> <p>Electronic feedback request to all ECE teachers/principals March – will also serve as additional reminder – will be sent to ECE and Kindergarten teachers and principals.</p>

Appendix D

Highly Qualified Teacher Plan: Describe your school's strategies to attract and retain highly qualified teachers, including new teachers. Include plan for providing high quality and ongoing professional development. Note: See attached Professional Development Plan				
Strategy 1 Hire teachers that are highly qualified for the positions for which they apply.				
Action Steps to support strategy The Human Resources department screens all applicants for positions and only allows interviews for those who are qualified.	Timeline (Projected timeframe for the implementation and completion of strategy.) This process follows the staffing timeline both for in-district and out of district applications.	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.) General fund—HR department	Professional Development in Support of the Strategy HR generalists and the recruiters are trained to understand the NCLB HQT requirements. Principals receive training on position and schedule control,	Assessment to Measure Strategy % HQ teachers in a building.
Strategy 2 Use professional development to retain highly qualified teachers (both new and veteran)				
Action Steps to support strategy Assign mentors to newly hired teachers Develop, with the professional development committee required by the DCTA Agreement, a professional development plan that meets the individual needs of the school staff.	Timeline (Projected timeframe for the implementation and completion of strategy.) A minimum of 20 hours contact throughout the school year Fall of each school year	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.) General fund \$ for training, Federal \$ for stipends Multiple sources	Professional Development in Support of the Strategy Mentors receive training in the support of the new teachers. New teachers attend a series of professional development activities as a part of their induction program. This is PD	Assessment to Measure Strategy % of new teachers who stay in a building. Teacher retention rates as measured by the Balanced Scorecard.

APPENDIX E: SCHOOL INFORMATION LITERACY AND TECHNOLOGY PLAN

School Information Literacy and Technology Planning Overview

Three Year ILT Plan Overview

- Schools' plans are aligned with their SIPs.
- ILT Evaluation Rubric to be completed yearly.
- Plan will outline how schools will be *Proficient* in all of the Evaluation Rubric's defined categories by Year 3.
- Plan will be written in a provided Word template.
- Schools will conduct a *DPS Family Technology Survey* in Year 1, and repeat every 3 years. Survey information will be centrally gathered, scanned and information disseminated back to schools.

Yearly ILT Evaluation Rubric

Combines technology and library rubrics into an overall ILT evaluation rubric.

Three Year ILT Plan Sections

1. Define how your school's ILT Plan is aligned with your school's School Improvement Plan.

- a. How is this ILT Plan linked to the elements of the Balanced Scorecard?
Our ILT Plan supports our goal to improve student access to technology training. To this end, we are focusing on providing authentic research projects that integrate programs such as Power Point into the 6,7 and 8th grade curriculum.
- b. How is it linked to enhancing student performance?
This is linked to Standard 5a. that requires students to understand and appropriately access library and reference materials.
- c. How is it linked to the school's overall budget, staffing and resource allocation decisions?
Our ILT plan is supported by the overall budget, staffing, and resource allocations and provides a half time certificated teacher overseeing the library and .09 teacher in the computer lab. This year we have also structured the librarian schedule making the teacher who holds this position a full-time teacher in the building for the purpose of increasing the overall time and accessibility at the school site.

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

- a. What are the expected improvements, as driven by your school's ILT program, that will lead toward accomplishing your SIP's academic goals?
We expect the following:
 1. Upgrading our operating system in the computer lab by acquiring additional memory
 2. Upgrading our computers by using carry forward funds
 3. Training teachers in the use of DPS computer based systems including IC
 4. Maintaining our computer and library instruction while balancing our need for classroom teachers

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

Professional development will be led by our computer teacher. Teachers will schedule times throughout the year to plan with the tech teacher for the purpose of implementing projects and activities geared towards students. The tech teacher will also hold trainings on Infinite Campus, Goals and Objectives Websites, Power Point, and computer hardware to develop teacher working knowledge of computer technology.

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.

All of our deficiencies are due to lack of funding. Therefore we are implementing the following strategies: 1. Applications for grants such as the Mortgage grant that will provide all classrooms with interactive white boards and 2. Saving money from the previous year that will be Carry Forward for the following year. Our goal is to save enough money to begin

5. Describe how your school will ensure that all teachers and students meet the district's defined ILT standards.

Students in grades 4-8 will continue their scheduled times in the computer labs and receive direct instruction from the computer teacher. All other grade levels will have access to the lab during the hours of 8:10-11:00 everyday as a resource lab. Our library/computer teacher will work collaboratively with our classroom teachers to ensure our students meet or exceed their grade level technology and library progress report indicators.

6. For elementary, K-8 and middle schools: describe how your school is addressing the Technology standards for each content area included on the district's standards based report card.

The library/computer lab teacher will work in collaboration with classroom teachers to ensure the progress indicators are used to assess the status of student growth on the Standards Based Progress Report. This collaboration between the library/computer lab teacher and the classroom teachers is best exemplified by the planning and support that will occur on the use of the computer lab and how the computer teacher and librarian can assist teachers with student research.

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

- a. *Teachers Paul Sandlin, Norma Benjamin*
- b. *Administrators Jai Palmer and Lynette Hall-Jones*
- c. *Librarian Jennifer Lueck*
- d. *Technology Teacher Roberta Morrow*
- e. *School support staff Lois Johnson*
- f. *Community Member(s) Norma Benjamin*
- g. *Students*
- h. *Others*

- 7. 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.**

Evaluation of Plan

- DoTS and ERS will coordinate yearly ILT plan evaluations with assistance by staff from schools and central departments.

Formatted: Bullets and Numbering

	Year 1 (2007-8)	Budgeted Amt. and Source	Year 2 (2008-9)	Budgeted Amt. and Source	Year 3 (2009-10)	Budgeted Amt. and Source
1. Hardware (students):	EXAMPLE 1. Purchase projectors 2. Computer Repair	EXAMPLE 1. 2,000 (gen. Fund) 2. 400 (gen. fund)	1. Acquire additional memory from old computers at the DPS warehouse to upgrade Operating Systems 2. <i>Computer Repair</i>	1. 400 (gen. fund)	Develop a plan to upgrade at least 4 computers every year from carry forward funds and switch to from Apple to PC due to cost effectiveness	1. 400 (gen. fund)
Instructional purposes	1. Purchase additional projectors for student presentations and inside days due to cold weather.		1. <i>Provide the ability for student to readily access the internet and other web based programs simultaneously for research.</i>		<i>Allow student reasonable access to internet and software such as Power Point</i>	
2. Hardware (teachers):	1. add'l classroom computers 2. Lab printer repair	1. \$3,000 (mill levy) 2. \$250 (gen. fund)	1. Acquire additional memory from old computers at the DPS warehouse to upgrade Operating Systems 2. Develop a plan to upgrade at least 4 computers every year from carry forward funds and switch to from Apple to PC due to cost effectiveness 3. <i>Computer Repair</i>	No cost 1. 400 (gen. fund)	Switch classroom teacher computers from Apple to PC based systems	6,000 (gen. fund) 1. 400 (gen. fund)
Instructional purposes	1. . To improve teacher access to IC and other DPS computer based systems .		Update operating systems		New DPS computer based systems are more functional with PC than Apple	
3. Software	1. Purchase Ed Helper	1. \$400 (gen. fund)	Purchase Ed Helper school wide	800 (gen. fund)	Allocation of these funds will be targeted towards the purchase of computers. We will find other resources for software such as: grants, donations, and DPS warehouse	No cost
Instructional purposes	1. This is a website based program that assists teachers by providing instructional materials to students.		This is a website based program that assists teachers by providing instructional materials to students.		Allocation of these funds will be targeted towards the purchase of computers. We will find other resources for software such as: grants, donations, and DPS warehouse	
4. Library Resources	1. Central Library Budget (\$6 per student)	1. \$1,074 (central lib budget)	1. Central Library Budget (\$6 per student)	1. \$1,074 (central lib budget)	1. Central Library Budget (\$6 per student)	1. \$1,074 (central lib budget)
Instructional purposes	1. Purchase of text and periodicals for students to read		1. Purchase of text and periodicals for students to read		1. Purchase of text and periodicals for students to read	

	Year 1 (2007-8)	Budgeted Amt. and Source	Year 2 (2008-9)	Budgeted Amt. and Source	Year 3 (2009-10)	Budgeted Amt. and Source
5. Teacher PD	1. Train teachers on Infinite Campus and Goals and Objectives	No cost	Train teachers on Infinite Campus and Goals and Objectives	No Cost	Train teachers on Infinite Campus and Goals and Objectives	No Cost
Instructional purposes	Dedicate computer to student Assessment pieces grades 6 and 7	No cost	Update teachers on changes in the DPS computer based systems	Carry Forward	Develop a plan to upgrade at least 4 computers every year from carry forward funds and switch to from Apple to PC due to cost effectiveness	Carry Forward
6. Staffing (FTE's) and Support	1. .5 Teacher librarian .5 technology teacher	FTE's: Gen. Fund and Mill Levy Teach	Combine general and mill levy funding to maintain computer teacher for grades 4-8	FTE's: Gen. Fund and Mill Levy Teach 6,534	Combine general and mill levy funding and develop a schedule to maintain computer teacher for grades K-8	FTE's: Gen. Fund and Mill Levy Teach
Instructional purposes	1. To instruct students on ILT skills and support teachers on the integration of ILT in course curricula.		Maintain computer instruction for grades 4-8			
	Budget Total, year 1 9,316	Mill Levy Tech: 6,534 Mill Levy/Central: Library: 1,782 Gen. Fund: 1,000 Other: FTEs .5 and .09	Budget Total, year 2 15,916	Mill Levy Tech: 6,534 Mill Levy/Central: Library: 1,782 Gen. Fund: 7,600 Other: FTEs: FTEs .5 and .09	Budget Total, year 3 15,916	Mill Levy Tech: 6,534 Mill Levy/Central: Library: 1,782 Gen. Fund: 6,000 Other: FTEs: FTEs .5 and .09

Denver Public Schools
SCHOOL INFORMATION LITERACY AND TECHNOLOGY PROGRAM // EVALUATION RUBRIC
 2009-2010 SCHOOL YEAR

School Whittier
 Evaluator Jai Palmer

CATEGORY	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED
INFORMATION LITERACY AND TECHNOLOGY INSTRUCTION				
Teacher / Librarian / Technology Teacher Collaboration	<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;">Independent Instruction</p>	<p>The teacher librarian OR 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 OR the technology teacher provides a bookmarked list of web sites.</p> <p style="text-align: center;">Cooperation</p>	<p>The teacher librarian OR 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;">Coordination</p>	<p>The teacher librarian AND 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> <p style="text-align: center;">Collaboration</p>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CATEGORY	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED

INFORMATION LITERACY AND TECHNOLOGY INSTRUCTION - CONTINUED				
Instruction	21 st 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 st Century information and technology skills, the LION catalog and district databases.	The teacher librarian and the technology teacher sometimes presents 21 st 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 st 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"/>
STUDENT ACCESS TO INFORMATION LITERACY AND TECHNOLOGY RESOURCES				
Resources	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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Routines	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CATEGORY	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED
STAFFING FOR INFORMATION LITERACY AND TECHNOLOGY (ILT)				
ELEMENTARY SCHOOLS				
<350 students Teacher Librarian	The school employs no licensed teacher assigned to the library.	The school employs a .5 licensed Teacher Librarian OR The school employs a .5 technology teacher.	The school employs a .5 Teacher Librarian who is also skilled in technology	The school has a .5 Teacher Librarian AND The school employs a .5 Technology Teacher
Technology Teacher	The school employs no licensed teacher assigned to the computer lab	The school employs a .5 technology teacher.	The school has a staff person serving as an STR.	The school has a staff person serving as an STR.
School Tech Rep (STR)	The school employs no staff person acting in a School Technology Representative (STR) capacity.	The school has a staff person serving as an STR.		
>351 students Teacher Librarian	The school employs no licensed teacher assigned to the library.	The school employs a 1.0 Teacher Librarian OR The school employs a .5 or 1.0 Technology Teacher.	The school employs a 1.0 Teacher Librarian who is also skilled in technology	The school employs a 1.0 Teacher Librarian AND The school employs a 1.0 Technology Teacher
Technology Teacher	The school employs no certified teacher assigned to the computer lab	The school employs a .5 or 1.0 Technology Teacher.	The school has a staff person serving as an STR.	The school has a staff person serving as an STR.
School Tech Rep (STR)	The school employs no staff person acting in a School Technology Representative (STR) capacity.	The school has a staff person serving as an STR.		
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K-8S AND MIDDLE SCHOOLS				
Teacher Librarian	The school employs no licensed teacher assigned to the library.	The school employs at least a .5 licensed Teacher Librarian OR The school employs a .5 technology teacher in addition to CTE classroom teachers.	The school employs a 1.0 licensed Teacher Librarian. AND The school employs a .5 technology teacher in addition to CTE classroom teachers	The school employs a 1.0 licensed Teacher Librarian AND The school employs a 1.0 technology teacher in addition to CTE classroom teachers.
Technology Teacher	The school employs no licensed teacher assigned to the library.	The school employs a .5 technology teacher in addition to CTE classroom teachers.	The school has a staff person serving as an STR. . The school has a .5 technology support FTE	The school has a staff person serving as an STR. The school has a 1.0 technology support FTE
School Tech Rep	The school has no one acting in a School Technology Representative (STR) capacity. Additionally, the school has no one overseeing the school's 6th grade keyboarding program.	The school has a staff person serving as an STR. The school has a .5 teacher overseeing the school's 6th grade keyboarding program.		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CATEGORY	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED
STAFFING FOR INFORMATION LITERACY AND TECHNOLOGY (ILT) - CONTINUED				
High Schools <1500 students Teacher Librarian Technology Teacher School Tech Rep	<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>	<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>	<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 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>
>1501 students Teacher Librarian Technology Teacher School Tech Rep	<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 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 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 2.0 licensed Teacher Librarians</p> <p>AND</p> <p>The school employs a 2.0 technology teachers in addition to CTE classroom teachers</p> <p>The school has a 2.0 staff persons serving as an STR and tech support.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CATEGORY	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED
TECHNOLOGY EQUIPMENT				
Equipment Guidelines — Designated Student Use : Computer Ratio	Greater than 1:10	1:8 to 1:10	1:6 to 1:7	1:5 or better
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teacher Computers	Unable to access the DPS Student Information system. Windows: Unable to run Windows XP and has less than 128 MB RAM Apple: Unable to run OS 9.2 and has less than 128 MB RAM	Able to access DPS Student Information System but not simultaneously with other programs. Windows: Has Windows XP installed and has 128 MB RAM Apple: Has OS X installed and has 128 MB RAM.	Able to access DPS Student Information System while simultaneously using other software and web-based applications. Windows: Has Windows XP installed and has 256 MB RAM Apple: Has OS X installed and has 256 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. Windows: Shipped with Windows XP and has 512 MB RAM Apple: Shipped with OS X and has 512 MB RAM
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Average Age of Computers	Older than five years	Four to five years old	Three to four years old	Three years old or less
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Replacement	Every five years or more	Every four to five years	Every three to four years	Every three years
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current Average Computer Specifications	Windows: GX1 running Windows 98 or below. Apple: Pre Power PC running OS 8.6	Windows: GX110-150 running Windows 2000 Apple: Power PC-G3 running 8.6-9.2	Windows: GX150-240 running Windows 2000-XP Apple: G3 running 9.2-OSX	Windows: GX240 running Windows XP Apple: G4 running OSX
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CATEGORY	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED
TECHNOLOGY EQUIPMENT - CONTINUED				
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"/>
LIBRARY MEDIA CENTER RESOURCE COLLECTION				
Plan	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.	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.	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.	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.
Guidelines				
Size (Volumes--single titles, exclusive of textbooks, and multiple copies or big books purchased for classroom use.)	Less than 10 volumes per student, or 3,500 volumes – whichever is greater.	10 volumes per student, or 3,500 volumes—whichever is greater.	Elem/K-8 under 500 = 23vps Elem/K-8 over 500 = 15vps MS under 500 = 25vps MS over 500 = 16vps HS under 500 = 34vps HS 500-1000 = 19vps HS over 1000 = 14vps	Elem/K-8 under 500 = 31vps Elem/K-8 over 500 = 20vps MS under 500 = 30vps MS over 500 = 19vps HS under 500 = 51vps HS 500-1000 = 25vps HS over 1000 = 17vps
Average Age of Collection	Average age is 1998 or older.	Average age is between 1990 and 1992	Average age is between 1993 and 1994	Average age is within 10 years of current date.
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CATEGORY	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED
LIBRARY AND TECHNOLOGY RESOURCE BUDGET				
Technology Funding	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Funding	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"/>

**APPENDIX F: DENVER PUBLIC SCHOOLS BOARD OF EDUCATION
POLICY KB – PARENT INVOLVEMENT**

POLICY KB – PARENT INVOLVEMENT

Denver Public Schools believes that parents (including those who are economically disadvantaged, have disabilities, have limited English, have limited literacy, are of any racial or ethnic minority background, or are parents of migratory children) are partners with teachers and other staff in the education of their children and that parent involvement and empowerment are essential at all levels throughout the school district.

Denver Public Schools believes that student academic achievement requires that parents have an understanding of curriculum, academic achievement standards, assessments, district/school policies and procedures, and of how to monitor their children's progress and work with educators to improve the achievement of their children.

Central Administration shall work in collaboration with parents and guardians and shall actively support the schools and parents in enhancing parent involvement by:

- respecting parents as partners in the education of their children;
- valuing diversity and the need for equity in each school;
- promoting parent involvement in district leadership and decision-making;
- fostering a welcoming and responsive environment for parents;
- ensuring accountability of the staff at all levels throughout the district in working with parents as partners;
- valuing the need for partnerships within public and private entities in the Denver community;
- ensuring flexibility and accessibility within Central Administration operations and flexibility within district-wide processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the district and parents.

Principals, teachers and all school staff shall work in collaboration with parents and guardians by:

- respecting parents as equal partners in the education of their children and honoring their role as first and life-long teachers;
- valuing diversity and equity in each child's learning;
- setting high expectations for excellent customer (student/parent) service;
- expecting high student achievement for all students;
- promoting parent involvement in site-based leadership and decision making;
- valuing partnerships within the public and private entities within the Denver community;
- ensuring flexibility and accessibility within school-wide operations and flexibility within school processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the school and parents.

Parents/Guardians are asked and encouraged to be involved in their children's learning and education by:

- taking the initiative to seek the best educational opportunities for their children;
- understanding and respecting the mission and values of the school;
- respecting teachers and supporting school staff as partners in the education of their children;
- demonstrating respect for the school as a whole, including the faculty and staff;
- developing jointly with the teacher, a school-parent compact for their child that outlines how the parents, the school and the student will share the responsibility for improved academic achievement;
- identifying and addressing barriers to parent involvement;
- understanding school procedures and opportunities to contribute or receive support;
- participating in the development of the school parent involvement plan and the review and evaluation of the plan;
- utilizing two-way lines of communication between parents, school staff and the district on the instruction, achievement and conduct of their children;
- participating in training opportunities that will include but are not limited to: strategies/reinforcing learning at home, discipline and understanding cultural differences;
- valuing diversity and the need for equity in each child's learning;
- participating in site-based leadership and decision making;
- volunteering in their children's schools; and
- supporting and engaging in developing partnerships within the Denver community.

A District-wide parent advisory council, made up of district stakeholders to be appointed according to procedures approved by the superintendent, shall be established to make recommendations to the Board regarding strategies to implement and ensure success of this policy. The Council shall draft regulations to address the requirements of Section 1118 of the No Child Left Behind Act, which shall annually be reviewed and revised, as needed, by the Board of Education and the Superintendent.

Current practice codified 1993

Adopted: April 1994

Revised: October 2, 2003

LEGAL REFS.: 20 U.S.C. 6318

CROSS REF.: IHBD, Compensatory Education (Chapter 1)