

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 0388 School Name: ASBURY ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	72.05%	-	-	70.41%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	73.5%	-	-	
		W	54.84%	-	-	59.45%	-	-	
		S	45.36%	-	-	45.6%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	29	-	-	60	-	-	
		M	45	-	-	62	-	-	
		W	36	-	-	50	-	-	
ELP	39	-	-	59	-	-			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center;">Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

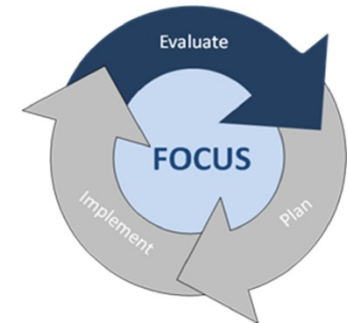
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Hollene Davis Principal
	Email	Hollene_davis@dpsk12.org
	Phone	720-424-9750
	Mailing Address	1320 E Asbury Ave Denver, CO 80210
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

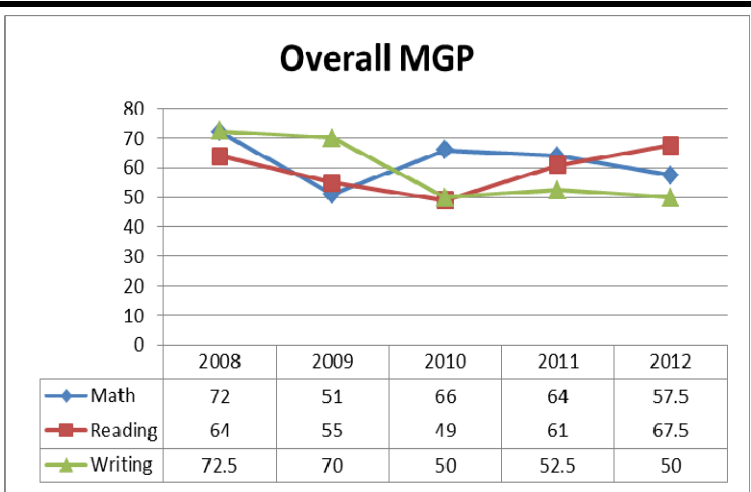
Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	CSAP scores overall in reading will increase from 72% to 76% CSAP reading scores for Hispanic Students will increase from 44% to 50%	CSAP scores for reading in 2012 were 75%. Therefore, we did not meet our goal of 76% proficient and advanced. CSAP scores for Hispanic Students were 53% proficient. Therefore, the goal of 50% was met.	There was a school wide focus of guided reading and using the data team structure to accelerate student achievement. In addition, LLI was provided as an intervention for struggling readers. While we did not meet the 76% goal, structures are in place to continue improving reading instruction.
Academic Growth			
Academic Growth Gaps			
Post Secondary Readiness			

Worksheet #2: Data Analysis

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

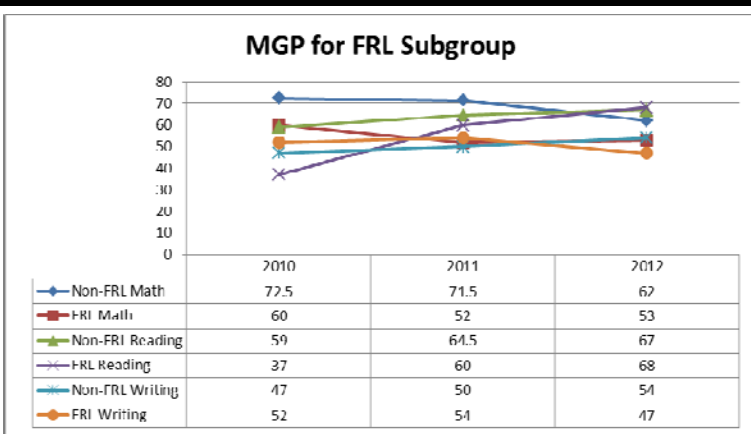
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
Academic Achievement (Status)	<p style="text-align: center;">Asbury Overall Status</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>—●— Math</td> <td>81%</td> <td>68%</td> <td>72%</td> <td>78%</td> <td>73%</td> </tr> <tr> <td>—■— Reading</td> <td>73%</td> <td>73%</td> <td>69%</td> <td>72%</td> <td>75%</td> </tr> <tr> <td>—▲— Writing</td> <td>68%</td> <td>66%</td> <td>58%</td> <td>64%</td> <td>58%</td> </tr> <tr> <td>—×— Science</td> <td>43%</td> <td>38%</td> <td>33%</td> <td>57%</td> <td>38%</td> </tr> </tbody> </table> <p>CSAP/TCAP Writing scores have declined from 68% P/A to 58% P/A from 2008 to 2012.</p> <p>CSAP/TCAP Math scores have declined from 81% P/A to 73% P/A from 2008 to 2012.</p> <p>CSAP/TCAP Reading scores have shown an increase from 73% P/A to 75% P/A from 2008-2012</p> <p>CSAP/TCAP Science scores have vacillated from 43% P/A to 38% P/A from 2008 to 2012.</p>		2008	2009	2010	2011	2012	—●— Math	81%	68%	72%	78%	73%	—■— Reading	73%	73%	69%	72%	75%	—▲— Writing	68%	66%	58%	64%	58%	—×— Science	43%	38%	33%	57%	38%	<p>CSAP/TCAP Writing scores have declined from 68% P/A to 58% P/A from 2008 to 2012.</p> <p>CSAP/TCAP Math scores have declined from 81% P/A to 73% P/A from 2008 to 2012.</p>	<p>Writing Alive, adopted in 2009, is not taught with fidelity and insufficient time is allocated to enable students to complete the writing process frequently throughout the year.</p> <p>We do not have a systematic process for pre-teaching academic language in math and re-teaching skills that students have not mastered.</p>
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Academic Growth



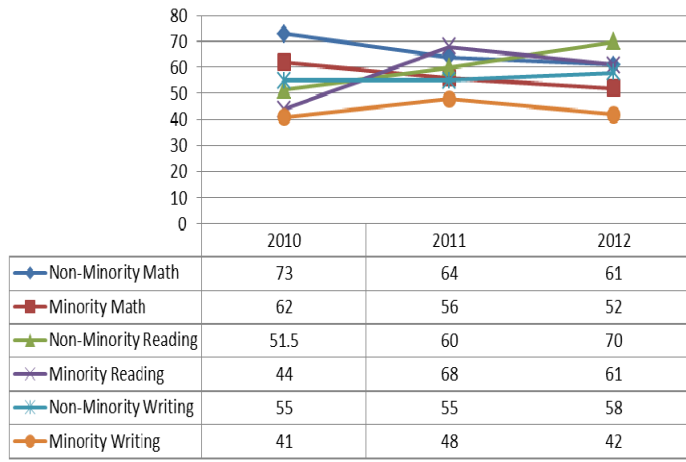
CSAP/TCAP Writing MGP scores have declined from 72.5 to 50 from 2008 to 2012.
Median Growth Percentile is increasing in reading, but not in writing and math.

Academic Growth Gaps



The MGP for the FRL focus group has decreased in Math from 60 to 53, increased in Reading from 37 to 68, and decreased in Writing from 52 to 47 from 2010 to 2012. The performance of the FRL focus is lower than the Non-FRL Reference group in Math and Writing.

MGP for Minority Subgroup



The MGP for the Minority focus group has decreased from 62 to 52 in Math, while it increased from 44 to 61 in Reading from 2010 to 2012. The MGP for the Minority focus group increased from 41 in 2010 to 48 in 2011, followed by a decrease to 42 in 2012. The MGP for the Minority focus is lower than the Non-Minority reference group in all content areas.

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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Asbury Elementary is a moderately sized school, with a 325 student enrollment. We are located about five blocks east of The University of Denver. The school was built in 1926 and has historical status. Many renovations have been completed during the past 3 years including a learning landscape and new bathrooms. Our wide academic ability range of students brings urgency in utilizing differentiation, successful instructional strategies, and research based school wide systems in order to close the achievement gaps in reading, writing and math. We enjoy a diverse population, both economically and ethnically. Our combined minority percentage is 39%. The overall social economic level has decreased from 58% in 2010-11, to 49% in 2011-2012 to 40% in 2012-13 of students that qualify for Free and Reduced Lunch Students. However an increased number of neighborhood families are enrolling and we have seen an increase in families using the DPS choice process. The Asbury ECE programs, for 3 and 4 year olds, are located at the Knight Center for Early Education. We strongly believe in educating the whole child through the arts, enrichment classes, health and wellness activities, and composting/recycling will ensure our children see themselves as advocates for our earth. To support our diverse population we provide interventions, consistency for best instructional practices in the general classroom, coupled with weekly grade level data teams to monitor achievement, as the foci this year for students in need of remediation or advancement.

2012 Student demographics

Of the 325 students at Asbury, 39% are of a minority race and 40% of the students qualify for free or reduced lunch. We are fortunate to have 12 languages spoken at our school and provide ESL classes to students learning English.

2010-11 and 2011-12 Trend Analysis and Priority Needs

The achievement levels in CSAP math and writing have fluctuated for the past four years with our Hispanic and FRL students. A gap exists between our Hispanic and FRL students and the reference group. Writing scores have declined from 68% P/A to 58% P/A from 2008 to 2012. CSAP/TCAP Math scores have declined from 81% P/A to 73% P/A from 2008 to 2012. The reading Growth Percentile has dipped slightly in writing from 52.5 to 50 (2011 to 2012 TCAP). The math median growth percentile has decreased from 64 to 57.5 (2011 to 2012 TCAP). The sub group writing data indicates that white, Black(Asian and Hispanic was stable) students declined on CSAP/TCAP from 2011 to 2012. The sub group math data indicates that Asian and Hispanic students declined on CSAP/TCAP from 2011 to 2012 while Black and White students remained stable.

Root Cause Analysis

The Root Cause Analysis was completed during small and large group meetings. Discussion in the pursuit of the root cause included:

- *Continue to work with our students who are not achieving at proficient levels
- * Increased focus on data
- * Develop specific instructional strategies to show academic improvement and upward movement between the proficiency levels
- *Continue to keep our students that are proficient and advanced achieving at or above expectations
- *Vocabulary, targeted instruction, and ESL methods will be infused into core instruction
- *Classroom libraries, effective Guided Reading structures, and progress monitoring using Body of Evidences (BOE) need to be reaffirmed and adjusted to meet the needs of our varied student levels
- *Evaluate the effectiveness of the RTI process in place for students and continue to examine progress monitoring implement Tier II interventions
- *Adjust or change instructional strategies and then monitor for increased math and writing achievement

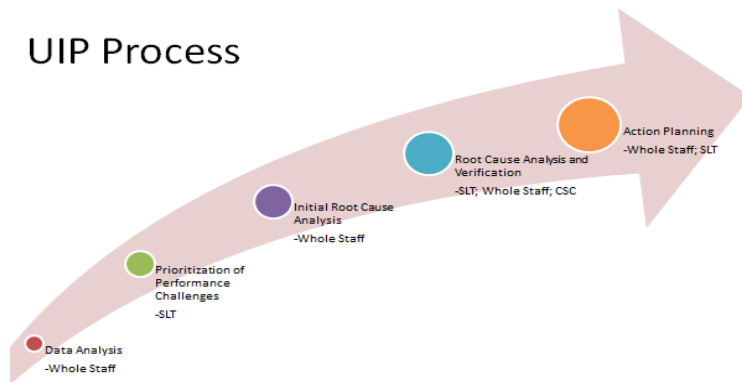
Work to date includes:

- *Professional Development on elements of Guided Reading
- *Teacher Leader Academy presentations on Guided Reading
- *Exploration of successful examples of data teams
- *Demonstration of data team process for the large group
- *Development and monitoring of grade level data teams
- *Writing Alive coaching
- *CSC monthly review of the UIP Action Steps
- *SLT discussion on the revision of action steps
- *Professional development on the reports and diagnostic use of STAR

2012-13

The beginning of year data analysis revealed that Writing and math were two areas in which we were losing ground in Median Growth Percentile. On August 21, 2012, the entire faculty participated in a full day analysis of instructional practices, scheduling and student work. We identified writing and math as our focus area for the 2012-2013 school year.

UIP Process



Priority Need

We considered three years of data related to the academic performance indicators stated above. That data included both state CSAP/TCAP results and district administered interim assessments results. Trends in achievement were consistent across these two measures. *Asbury's School Leadership Team* was brought together with representation from all grade levels to determine priority needs. Collectively, the team discussed and ranked *Asbury's* priority needs and then categorized those needs according to academic achievement, academic growth and academic growth gaps. From this process we identified three priority needs: (1.) With greatest priority in math, academic achievement data appears to have decreased over a three year period. 2.) Writing MGP in 4th and 5th grade and disaggregated groups-students needing to *catch up in writing, keep up growth in writing* and *continuously enrolled growth in writing* all declined. 3.) One particular concern is our sub-group of African-American students; there was a decrease of 12% in reading.

An extended conversation took place about explanations for the drop in growth in writing. Explanations included: scheduling did not allow sufficient time to teach the program with fidelity and is mobility a problem for children coming into the Writing Alive program in the upper grades.

The Priority Performance Challenge we identified was: Writing scores have declined from 68% P/A to 58% P/A in 2012.

Root cause: Writing Alive, adopted in 2009, is not taught with fidelity and insufficient time is allocated to enable students to complete the writing process frequently throughout the year.

The staff also identified a need to increase student performance in math.

Priority Performance Challenge: Math scores have declined from 81 P/A to 73% P/A in 2012

The staff looked at practices in math and identified the following root cause.

Root Cause: We do not have a systematic process for pre-teaching academic language in math and re-teaching skills that students have not mastered.

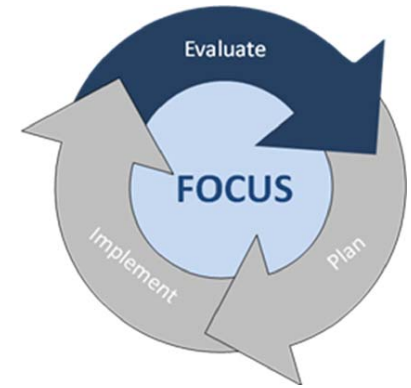
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R					
		M	CSAP/TCAP Math scores have declined from 81% P/A to 73% P/A from 2008 to 2012.	Our performance target is to grow from 73% P/A to 84% P/A	Our performance target is to grow from 84% P/A to 87% P/A	District Interim assessments: students will increase from 67% to 75% (mid-year) and 75% to 84% by end of year on TCAP and Everyday Math unit tests	Teachers will systematically pre-teach mathematical concepts and academic language and re-teach as needed for all students that are not proficient.
		W	CSAP/TCAP Writing scores have declined from 68% P/A to 58% P/A from 2008 to 2012.	Our performance target is to grow from 58% P/A to 69% P/A	Our performance target is to grow from 69% P/A to 72% P/A	District interim assessments: students will increase from 49% to 65%(mid-year), and 65 to 69% by end of year on TCAP and monthly writing prompt scored on a common rubric	Teachers will implement <i>Writing Alive</i> giving students systematic opportunities to apply skills learned across all content areas.
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					

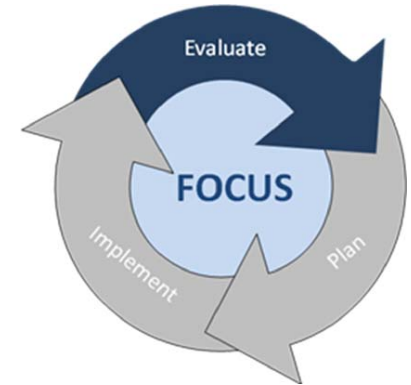
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Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Priority Performance Challenge: CSAP/TCAP Writing scores have declined from 68% P/A to 58% P/A from 2008 to 2012.

Root Cause(s) Addressed: Writing Alive, adopted in 2009, it is not taught with fidelity and insufficient time is allocated to enable students to complete the writing process frequently throughout the year.

Major Improvement Strategy #1: Teachers will implement *Writing Alive* giving students systematic opportunities to apply skills learned across all content areas.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Create a master schedule that allocates ample time to teach <i>Writing Alive</i> across content areas	Aug 2012 revisit Jan 2013 for 2013-14 school year	Principal and SLT	School budget	Master schedule	August 2012
Focus on Common Core Standard 1 "Write arguments to support Claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence."	Dec 2012 to May 2014	Principal, SLT	School Budget	Jan 2013 - May 2014 monthly staff meetings vertical teams	Initiate Jan 2013
Establish writing to the prompt with assessment on common rubrics	November 2012 to May 2014	All staff and SIP-SAL	School budget	Writing samples reviewed in vertical teams on assessment days	Initiate November 2012
Teacher training with follow up observation, using	Dec 2012 to	All staff and SIP	School budget	Principal observations	Initiate December

<i>Writing Alive</i> concepts in all content areas	May 2014			Vertical Team meetings and minutes from Jan 7, 2012	2012
Focus on Common Core Standard II "Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Dec 2012 to May 2014	Principal, SLT	School Budget	Jan 2013 - May 2014 monthly staff meetings vertical teams	Initiate Jan 2013

Priority Performance Challenge CSAP/TCAP Math scores have declined from 81% P/A to 73% P/A from 2008 to 2012.

Root Cause(s) Addressed: We do not have a systematic process for pre-teaching academic language in math and re-teaching skills that students have not mastered.

Major Improvement Strategy #2: Teachers will systematically pre-teach mathematical concepts and academic language and re-teach as needed for all students that are not proficient.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Through the data team process, teachers will identify students who are not proficient in math based on interim and formative assessments.	October 2012 to May 2014	All staff and SIP	School budget	Data team minutes and principal observation	In process
Based on assessments, teachers will pre-teach concepts for those students who will need additional support to engage in core instruction.	October 2012 to May 2014	All staff and SIP	School budget	Data team minutes and principal observation	In process
Based on assessments, teachers will re-teach concepts for those students who need additional support to be proficient.	October 2012 to May 2014	All staff and SIP	School budget	Data team minutes and principal observation	In process
Math Teacher Leaders will model in staff meetings and release PD days (Math Instructional Tasks) how they use data to differentiate and re-teach skills.	November 2012	All Staff and Teacher Leaders	School Budget	Principal observation	In process
Teachers will co-plan math units using Common Core and Everyday Math and infusing new concepts of Common Core.	Jan 14, Feb 28, April 18, 2013	Teacher Leaders, SLT, Principal	SE Region budget	Jan 14, Feb 28, April 18, 2013	In process