

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 0408 School Name: VALDEZ ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 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?	
			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	71.65%	-	-	35.34%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	37.93%	-	-	
		W	53.52%	-	-	21.55%	-	-	
		S	47.53%	-	-	2.63%	-	-	
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: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	58	-	-	76	-	-	
		M	71	-	-	53	-	-	
		W	75	-	-	71	-	-	
ELP	39	-	-	46	-	-			

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; color: blue;">Exceeds</p> <p><small>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</small></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 style="text-align: center;">- 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.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
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

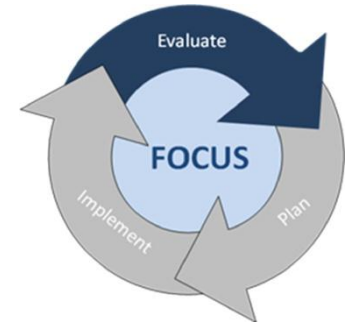
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Jessica Buckley, Principal
	Email	Jessica_buckley@dpsk12.org
	Phone	720-424-3310
	Mailing Address	2525 W. 29 th Ave, Denver, 80211
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)	3 rd -5 th grade students will score 45% on the TCAP reading test in 2012.	We did not make it, our actual percentage is 35%.	Many of our students - especially ELL students – continue to perform poorly on literacy and math standardized tests. This poor performance is, in part, due to challenges in understanding content and questions and in expressing their ideas and understandings articulately. Our students do not perform well in math work related to standards of number sense and of constructed response problem-solving because we have not used our defined power standards and current data effectively in planning math instruction. We also have been unclear as instructors how to plan our small group instruction to meet our students’ math needs.
	3 rd -5 th grade students will score 50% on the TCAP math test in 2012.	We did not make it, our actual percentage is 38%.	
Academic Growth	We will continue the increase in our Median Growth Percentile in reading (59 th percentile in 2011) by 10 percentile points for 2012.	We made it, our actual MGP in reading is 76, an increase of 17 points.	
	We will continue the increase in our Median Growth Percentile in writing (57 th percentile in 2011) by 10 percentile points for 2012.	We made it, our actual MGP in writing is 71, an increase of 14 points.	
Academic Growth Gaps			

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.
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>The percentage of students in grades 3-5 scoring proficient or advanced on CSAP/TCAP in Reading has increased slightly from 25%, 25%, 32%, 35%, 32% between 2008-2012 but remains far below the State expectation of 72%.</p> <p>The percentage of students in grades 3-5 scoring proficient or advanced on CSAP/TCAP in Writing has remained flat over time from 18%, 21%, 22%, 24%, 17% between 2008-2012 and remains far below the State expectation of 54%.</p> <p>The percentage of students in grades 3-5 scoring proficient or advanced on CSAP/TCAP in Math has remained flat from 36%, 22%, 28%, 40%, 36% between 2008-2012 and remains far below the State expectation of 71%.</p> <p>The percentage of students in grades 3-5 scoring proficient or advanced on CSAP/TCAP in Science has decreased from 12%, 6%, 0%, 2%, 2% between 2008-2012 but remains far below the State expectation of</p>	<p>The percentage of students in grades 3-5 scoring proficient or advanced in math has remained flat: from 36% to 36% over the past five years.</p>	<p>Many of our students - especially ELL students – continue to perform poorly on literacy and math standardized tests. This poor performance is, in part, due to challenges in understanding content and questions and in expressing their ideas and understandings articulately.</p> <p>Teachers do not have access to adequate data about student learning which is tied to the Common Core standards. Data is often not accessible in a timely manner.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	48%.		
Academic Growth	<p>The MGP for reading for 4th and 5th grade students has over the past 5 years from 2008-2012, 53, 47, 64, 60, 76 which is above the state expectation of 55 MGP.</p> <p>The MGP for writing for 4th and 5th grade students has over the past 5 years from 2008-2012, 46, 68, 63, 56, 71 which is above the state expectation of 55 MGP.</p> <p>The MGP for math for 4th and 5th grade students has increased over the past 5 years from 2008-2012, 44, 28, 37, 35, 53 which is slightly below the state expectation of 55 MGP.</p>	<p>The MGP for math for 4th and 5th grade students has increased over the past 5 years from 2008-2012, 44, 28, 37, 35, 53 which is slightly below the state expectation of 55 MGP and significantly below reading and writing.</p>	<p>Our students do not perform well in math work related to standards of number sense and of constructed response problem-solving because we have not used our defined power standards and current data effectively in planning math instruction. We also have been unclear as instructors how to plan our small group instruction to meet our students' math needs.</p>
Academic Growth Gaps	<p>The percentage of Non-ELL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP reading increased from 16%, 27%, 27%, 36%, 34% between 2008-2012 but remains below the state expectations of 72%. The percentage of ELL students in grades 3-5</p>	<p>ELL students are significantly underperforming Non-ELL students in reading and writing on</p>	<p>Many of our students - especially ELL students – continue to perform poorly on literacy and math standardized tests. This poor performance is, in part, due to challenges in understanding content and questions and in expressing their ideas and understandings articulately.</p>

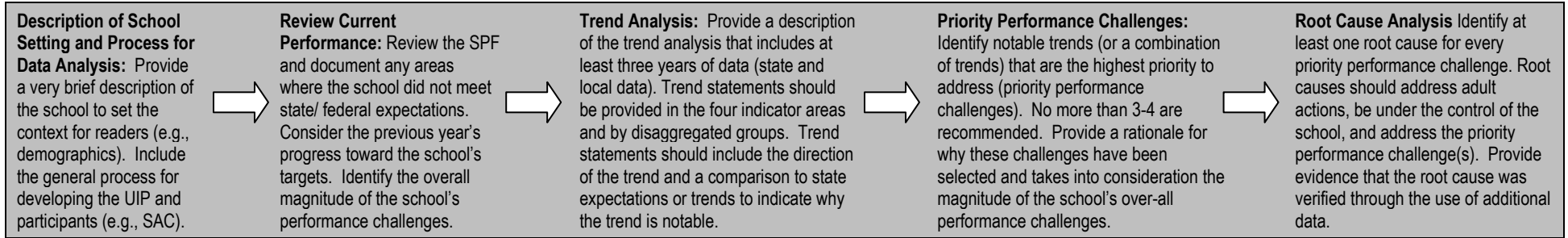
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>scoring proficient or advanced on CSAP/TCAP has decreased from 22%, 13%, 22%, 22%, 19% between 2008-2012 but remains below the state expectations of 72%. Non-ELL students are outperforming ELL students by 15%.</p> <p>The percentage of Non-ELL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP writing has increased slightly from 14%, 19%, 14%, 19%, 17% between 2008-2012 but remains below the state expectations of 54%. The percentage of ELL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has decreased slightly from 14%, 13%, 10%, 13%, 7% between 2008-2012 and remains below the state expectations of 54%. Non-ELL students are outperforming ELL students by 10%.</p> <p>The percentage of Non-ELL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP math increased from 10%, 25%, 18%, 35%, 29% between 2008-2012 but remains below the state expectations of 71%. The percentage of ELL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has decreased from 37%, 12%, 27%, 35%, 31% between 2008-2012 and remains below the state expectations of 71%. ELL students are outperforming Non-ELL students by 2%.</p> <p>The percentage of Non-FRL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP reading increased from 15%, 10%, 26%, 65%, 53% between</p>	<p>the CSAP/TCAP, differences of 15% and 10%.</p>	<p>Teachers do not have access to adequate data about student learning which is tied to the Common Core standards. Data is often not accessible in a timely manner.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	scoring proficient or advanced on CSAP/TCAP reading has remained flat from 9%, 3%, 3%, 8%, 8% between 2008-2012 and remains below the state expectations of 72%. School SPED students are underperforming State SPED students by 64%.		
Post Secondary & Workforce Readiness			

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



Narrative:

Description of School Setting and Process for Data Analysis:

We are a dual language ECE-5th grade school with 390 students located in Central Denver. This is the first year that we have the dual language immersion (Spanish and English) program throughout all of our grade levels. We strive to start with about 50% Native Spanish speakers and 50% Native English speakers and graduate all students from our program bilingual and bi-literate.

Review Current Performance

At the beginning of the school year in August, we spent about a ½ day digging into and analyzing our data as a whole staff. Under the guidance of the principal and facilitator, we looked at DRA/EDL scores, last year's TCAP scores, trend data, and our MGP. We identified our high growth in reading and writing as areas to celebrate and our growth in math as an area to improve. We also noted that we need to improve our status in all 3 areas: reading, writing, and math.

With the release of the SPF in September 2012, we again analyzed the data with the whole staff facilitated by the principal and facilitator. It was again noted that our growth was high, particularly in reading and writing, and are status was low in all areas. We also analyzed the data in our October CSC meeting, with 4 parents, 4 teachers, the principal, and the AP.

After that work with the whole staff, we worked with a district support person and our leadership team in late September to identify trends and root causes. We concluded the following:

We believe that our positive trends are a result of the effective and consistent practices implemented since August 2007, especially in our dual-language classes. In the past three years, we have placed a great emphasis on effective reading instruction, including differentiated small-group instructional strategies. Through our in-school and district-led professional development, we have improved the quality and consistency of instruction in all grade levels. Our dual-language program provides language-rich instruction and classroom environments which support students learning to speak, read, and write in English and Spanish. Our dual-language practice lies in our research-based beliefs, that students should become literate in their primary language first. As a result, we introduce students to text in their primary language – English or Spanish. As students become literate in their primary language, they begin to acquire oral skills in their second language. By second grade, most students receive formal literacy instruction in their second

language. We aim to graduate students who are fluent speakers, readers and writers of both English and Spanish.

Since August 2007, we have begun to transition our instructional program from a transitional bilingual program (TNLI) to a dual-language immersion program. The program grew into 5th grade in August 2012. We believe that our dual-language model offers a superior educational experience for students. In February and March 2011, our first dual-language class took the CSAP. These students experienced strong growth and increased status on this test: 3rd grade reading in English grew about 33 percentage points to 53% proficient or advanced; 3rd grade reading in Spanish grew about 50 percentage points to 50% proficient or advanced. These scores indicate that our 3rd grade students performed equally well in their native languages on CSAP. The growth was the second highest growth in DPS on that test. Unfortunately, those scores dipped in 2012. Given the challenges that this particular group of students presented, we believe we are still on the right track and know that our high growth scores in reading and writing indicate success that we can build upon in our program.

Trend Analysis and Priority Needs:

We are trending **positively** on almost all indicators in section 1, Growth on the SPF, with few exceptions. This reflects the positive changes in most all academic areas.

We are also trending **positively** in the Student Engagement, Re-Enrollment, and Parent Satisfaction sections.

We are trending **negatively** in the Student Achievement – Status section on the SPF, with the exception of DRA and CELA scores.

We continue to show gaps between the performance of the following student groups:

In READING

- Special education students and regular education students
- FRL students and non-FRL students
- Hispanic students and non-Hispanic students
- ELL students and non-ELL students

In MATH

- The gap for ELL and FRL students and non-ELL/FRL students is decreasing
- The gap for Special education students is increasing
- The gap for Hispanic students is decreasing slightly

In WRITING

- Special education students and regular education students

- FRL students and non-FRL students
- Hispanic students and non-Hispanic students
- ELL students and non-ELL students

Included in our data analysis meetings in September 2012 with the whole staff, we identified priority performance challenges.

Our **Priority Performance Challenges** are:

- The percentage of students in grades 3-5 scoring proficient or advanced in math has remained flat: from 36% to 36% over the past five years.
- ELL students are significantly underperforming Non-ELL students in reading and writing on the CSAP/TCAP, differences of 15% and 10%.
- The MGP for math for 4th and 5th grade students has increased over the past 5 years from 2008-2012, 44, 28, 37, 35, 53 which is slightly below the state expectation of 55 MGP and significantly below reading and writing.

Based on these challenges, the following performance areas are the highest priorities for Valdez:

In **Math**, we need to increase math problem-solving and computational fluency skills

In **Reading**, we need to improve student skills in: reading fluency, reading comprehension, and vocabulary.

In **Oral Language Development**, we need to improve student skills in social and academic language vocabulary, structure, and fluency.

Root Cause Analysis:

Given these trends and priority performance challenges, we reflected in September with our staff and leadership and agreed upon the following root causes:

- Our students do not perform well in math work related to standards of number sense and of constructed response problem-solving because we have not used our defined power standards and current data effectively in planning math instruction. We also have been unclear as instructors how to plan our small group instruction to meet our students' math needs.
- Many of our students - especially ELL students – continue to perform poorly on literacy and math standardized tests. This poor performance is, in part, due to challenges in understanding content and questions and in expressing their ideas and understandings articulately.
- Teachers do not have access to adequate data about student learning which is tied to the Common Core standards. Data is often not accessible in a timely manner.

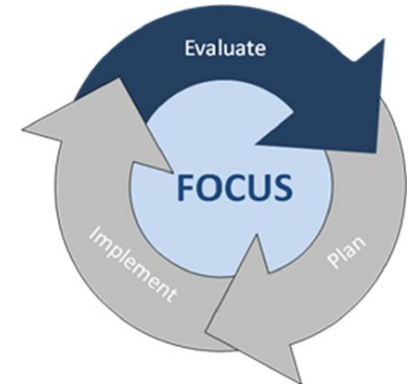
Section IV: Action Plan(s)

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	ELL students are significantly underperforming Non-ELL students in reading on the CSAP/TCAP, differences of 15% and 10%.	3 rd -5 th grade students will score 45% on the TCAP reading test in 2013.	3 rd -5 th grade students will score 55% on the TCAP reading test in 2014.	WIDA assessment for English IPT for Spanish DRA/EDL/Reading and Writing Unit tests Ongoing writing samples Valdez created developmental checkpoints for language	We will focus our professional development and teacher support on improving and increasing the explicit instruction of <u>oral and academic language development</u> .
		M	The percentage of students in grades 3-5 scoring proficient or advanced in math has remained flat: from 36% to 36% over the past five years.	We will continue the increase in our Median Growth Percentile in math to the 57 th percentile for 2013.	We will continue the increase in our Median Growth Percentile in math to the 60 th percentile for 2014.	SENA math assessment Interim Math tests Math Unit tests	We will focus our professional development and teacher support on <u>improved math instruction</u> resulting in increased student learning in math. <u>Align assessment</u> of academic content and skills to the Common Core standards. Develop and/or utilize existing assessments which

							support teachers in aligning content to standards and which give meaningful data in a timely fashion about student learning.
		W					
		S					
		R					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	M	The MGP for math for 4 th and 5 th grade students has increased over the past 5 years from 2008-2012, 44, 28, 37, 35, 53 which is slightly below the state expectation of 55 MGP and significantly below reading and writing.	We will continue the increase in our Median Growth Percentile in math to the 57 th percentile for 2013.	We will continue the increase in our Median Growth Percentile in math to the 60 th percentile for 2014.	SENA math assessment Interim Math tests Math Unit tests	We will focus our professional development and teacher support on improved math instruction resulting in increased student learning in math. Align assessment of academic content and skills to the Common Core standards. Develop and/or utilize existing assessments which support teachers in aligning content to standards and which give meaningful data in a timely fashion about student learning.

		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R	ELL students are significantly underperforming Non-ELL students in reading on the CSAP/TCAP, differences of 15% and 10%.	3 rd -5 th grade students will score 45% on the TCAP reading test in 2013.	3 rd -5 th grade students will score 55% on the TCAP reading test in 2014.	WIDA assessment for English IPT for Spanish DRA/EDL/Reading and Writing Unit tests Ongoing writing samples Valdez created developmental checkpoints for language	We will focus our professional development and teacher support on improving and increasing the explicit instruction of <u>oral and academic language development.</u>
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

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.

Major Improvement Strategy #1: We will focus our professional development and teacher support on **improved math instruction** resulting in increased student learning in math.
Root Cause(s) Addressed: Our students do not perform well in math work related to standards of number sense and of constructed response problem-solving because we have not used our defined power standards and current data effectively in planning math instruction. We also have been unclear as instructors how to plan our small group instruction to meet our students' math needs. This strategy will address this deficit in student performance.

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)
Dedicated PD time to align math assessment tools to Common Core standards and those identified as "power" standards. Utilize the School Net and Assess systems to develop both ongoing and interim assessments and to manage data.	Fall 2012- Spring 2013	Principal Assistant Principal Ritchie Intern Teacher Leaders Teacher Effectiveness Coach	We will plan and implement professional development and teacher support to this, facilitated by our Title I facilitator. We will utilize SIG funds to support the development of assessment tools.	We will check three times a year (October, December/January, and May) during interim testing cycles at data team meetings. We will begin PD in December to use clickers for ongoing assessments in classrooms. We expect teachers to fully implement this method by March 2012 after practicing in the classroom on frequent checks for understanding.	In progress

<p>Regularly analyze data and plan for differentiated instruction side by side with administration and facilitators. We will schedule time throughout the year for teachers to analyze data and plan for instruction. Our Title I facilitator will oversee this process. We have revised the annual DPS calendar to better meet our needs in this area.</p>	<p>Fall 2012- Spring 2014</p>	<p>Principal Assistant Principal Ritchie Intern Teacher Leaders Teacher Effectiveness Coach</p> <p>All Teachers</p>	<p>Title I facilitator Data team planning time Revised Valdez school calendar</p>	<p>By November 2012, teachers will engage in one formal analysis of math data, supported by administrative staff. This will repeat in January. There will also be ongoing planning and data meetings facilitated by math interventionist/facilitator. Teachers will turn in their data sheets.</p>	<p>In progress</p>
<p>Implement small group instruction based on differentiated groups determined by individual students' needs.</p>	<p>Fall 2012- Spring 2014</p>	<p>Principal Assistant Principal Ritchie Intern Teacher Leaders Teacher Effectiveness Coach</p> <p>All Teachers</p>	<p>We will utilize professional development and teacher planning time to accomplish this work. DATA sheet</p>	<p>At every major data-analysis and planning juncture 3X a year, teachers will group and re-group students according to their learning needs. We will see this in observation of students learning and instruction in classrooms and document it on our teacher observation spreadsheet.</p>	<p>In progress</p>
<p>Develop greater teacher understanding of math thinking and developmental stages of math for students. Provide additional curricular resources and support to ensure focus on power standards.</p>	<p>Fall 2012- Spring 2014</p>	<p>Principal Assistant Principal Ritchie Intern Teacher Leaders Teacher Effectiveness Coach</p> <p>All Teachers</p>	<p>We will utilize professional development and teacher planning time to accomplish this work. Math facilitator/interventionist</p>	<p>We will have professional development about math at least 2 times a month on Tuesday or Thursday morning. We will have a leadership debrief, collect data from classrooms through observations, and collect data sheets.</p>	<p>In progress</p>

Implement math intervention in intermediate grades, targeted for unsatisfactory and partially proficient students.	Fall 2012- Spring 2013	Math Facilitator/ Interventionist Teachers	We will utilize math curriculum intervention resources.	Data will be tracked on class data sheet and analyzed by leadership team 3X a year to re-allocate intervention services.	In progress
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* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: We will focus our professional development and teacher support on improving and increasing the explicit instruction of oral and academic language development.

Root Cause(s) Addressed: Many of our students - especially ELL students – continue to perform poorly on literacy and math standardized tests. This poor performance is, in part, due to challenges in understanding content and questions and in expressing their ideas and understandings articulately.

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)
Plan and implement with teachers targeted oral language goals, including vocabulary usage and language structures. Focus will be on targeted instructional practices as outlined in Valdez documents, including: turn and talk; targeted questioning; instructional conversations; TPRS; and presentations of learning.	Fall 2012- Spring 2014	Principal Assistant Principal Ritchie Intern Teacher Leaders Teacher Effectiveness Coach All Teachers	Professional development and teacher support by administrators and Title I facilitators will focus on training and implementing the targeted strategies. Current research purchased by Title II funds	Weekly Classroom Observations document Professional Development focused on language development at least 2X a month	In progress
Create with teachers formalized Valdez documents and assessments based on research to support language development such as what we expect as students' L1 and L2 grow in different grade levels and stages.	Spring 2013	Principal Assistant Principal Ritchie Intern Teacher Leaders Teacher Effectiveness Coach All Teachers	Title I Facilitator Current research purchased by Title II funds	Documents that are used regularly by teachers to support dual language instruction – We will use, Assess/WIDA, look at the back of the DRA/EDL, and the IPT for Spanish.	Underlying foundation in progress; we expect to have formalized documents by spring 2013
Facilitate learning labs and peer observations to support teachers learning from each other about best practices in language development, especially	Fall 2012- Spring 2014	Principal Assistant Principal	Professional development and teacher support by administrators and Title I	Start by December	Not begun

second language development.		Ritchie Intern Teacher Leaders Teacher Effectiveness Coach All Teachers	facilitators will focus on training and implementing the targeted strategies. Current research purchased by Title II funds	Rotations every 2 months or as necessary	
Focus on developing language in all parts of the day, including during arts and physical education instruction.	Fall 2012- Spring 2014	Principal Assistant Principal Ritchie Intern Teacher Effectiveness Coach Specials Teachers	Professional development and teacher support by administrators and Title I facilitators will focus on training and implementing the targeted strategies. Current research purchased by Title II funds	Observation of Specials' classes at least 2X a month	In progress

Major Improvement Strategy #3: Align assessment of academic content and skills to the Common Core standards. Develop and/or utilize existing assessments which support teachers in aligning content to standards and which give meaningful data in a timely fashion about student learning.

Root Cause(s) Addressed: Teachers do not have access to adequate data about student learning which is tied to the Common Core standards. Data is often not accessible in a timely manner.

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)
Develop assessment schedule for all grades which regularly and consistently assesses student learning in reading and math.	Fall 2011- Spring 2014	Principal Assistant Principal Ritchie Intern Teacher Leaders Facilitator	SIG funds supported planning time in the summer of 2011. Title I Facilitator	We will develop a differentiated assessment schedule which aligns with numerous variables: content cycles, DPS interim cycles, report cards, and planning days. We will effectively support teachers through assessment, analysis, and planning cycles four times a year in order to plan for targeted and differentiated instruction. Evidence of implementation includes assessment calendar, actual assessments, and data entered by teachers into SchoolNet.	In progress
Align assessment tools in reading and math to the “power” standards and to the Common Core	Fall 2011- Spring 2014	Principal Assistant Principal	SIG funds and professional development time support the	We will develop and/or revise current interim	We developed and revised

standards.		Ritchie Intern Teacher Leaders Facilitator	development and revision of assessments.	tests throughout the year prior to testing dates four times a year.	assessments to meet our assessment schedule at the beginning of the school year.
Utilize the School Net and Assess assessment tools and data management systems to administer and manage assessments. Some students will take interim tests directly on the computer, some will take through clickers, and some will take tests on paper and enter data separately.	Fall 2011- Spring 2014	Principal Assistant Principal Ritchie Intern Teacher Leaders Facilitator	SIG funds and professional development time support the development and revision of assessments. Teachers will spend planning time to prepare. Title I facilitator	We will administer interim tests for reading and math to 1st-5 th grade several times through the year (according to our schedule).	We utilized the School Net and Assessment systems to administer assessments and to manage student data. This is ongoing.
Regularly analyze data and plan for differentiated instruction. Test in hand analysis.	Fall 2011- Spring 2014	Principal Assistant Principal Ritchie Intern Teacher Leaders Facilitator	We will schedule time throughout the year for teachers to analyze data and plan for instruction. We have revised the annual DPS calendar to better meet our needs in this area.	By November 2012, teachers will engage in two formal analyses of reading and math data, supported by administrative staff. Results will be used to re-allocate intervention services. This will repeat in January and May.	Data analyses have occurred at 6-week intervals through the year.

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
 - Title I Targeted Assistance Program (Required)
 - Additional Requirements for Turnaround Status Under State Accountability (Required)
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Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I must use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	Please reference pages 12-13.
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	Please reference pages 7-10.
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 10)	Please reference pages 19-25.
All core content teachers are highly qualified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	Valdez recruits teachers through the Montessori job board, the DPS postings, visiting schools, and connections through our parents and teachers. We retain them through supporting them in everything they do and appreciating them in big and small ways.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	To identify high quality professional development, we carefully analyze current student data every 6 weeks as a Teacher Leadership Committee. Teachers and administrators then make decisions for next steps in PD based on what the students needs are in real time.
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	Valdez has a very detailed plan to transition students to kindergarten and first grade, including classroom visits, teacher exchanges, and parent visits.
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	The Instructional Superintendent will review the UIP with the Principal every 2 months. CSC will review the UIP as part as their regular meetings as well as do a comprehensive annual review of the UIP.
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	<i>Please reference pages 19-25.</i>

COMPROMISO DE LOS PADRES

1. Me comprometo a la misión de Valdez.
2. Me comprometo a asegurarme que mi hijo(a) este en la escuela con el uniforme a las 9:00 a.m. de lunes a viernes, al menos que esté enfermo o exista una emergencia familiar.
3. Me comprometo a supervisar el progreso académico de mi hijo(a) asegurándome que termine y entregue sus tareas y a asistir a 1 o 2 conferencias con los maestros por año escolar.
4. Me comprometo a apoyar las expectativas de comportamiento para mi hijo (a) en Valdez.
5. Me comprometo a proveer a mi hijo(a) con los materiales necesarios para que complete su tarea.
6. Me comprometo a ayudar como voluntario cuando sea posible y a permitir que mi hijo(a) asista a las excursiones.

Nombre del padre y firma

COMPROMISO DE LOS ESTUDIANTES

1. Me comprometo a la misión de Valdez.
2. Me comprometo a llegar a Valdez a las 9:00 y con el uniforme adecuado de lunes a viernes al menos que esté enfermo.
3. Me comprometo a realizar mi tarea diaria con calidad e independientemente regresarla en el tiempo requerido y el lugar adecuado.
4. Me comprometo a ser responsable de mi comportamiento y a seguir las instrucciones de los maestros y adultos respetuosamente.
5. Me comprometo a hablar con mis padres acerca de mi aprendizaje, mis calificaciones, mi comportamiento y acerca de los eventos en la escuela.
6. Me comprometo a realizar mi mejor esfuerzo todos los días.

Nombre del estudiante y firma

COMPROMISO DE LOS MAESTROS

1. Me comprometo a la misión de Valdez.
2. Me comprometo a supervisor la asistencia de los estudiantes.
3. Me comprometo a proveer un currículo educativo y enseñanza de calidad apoyando la educación de los estudiantes en un ambiente positivo.
4. Me comprometo a comunicarme con los padres cuando exista un desempeño excelente o cuando la asistencia, el comportamiento o el desempeño académico del estudiante muestre preocupaciones, incluyendo 1 o 2 conferencias con los padres por año escolar.
5. Me comprometo a ofrecer a los padres oportunidades de servir como voluntarios, que participen en las actividades escolares y que puedan observar las actividades de sus hijos durante la clase.
6. Me comprometo a asegurarme que todos los estudiantes reciban enseñanza de calidad que les permita cumplir con las expectativas académicas de su grado escolar.

Nombre del maestro y firma

PARENT COMMITMENT

1. Commit to the Valdez mission.
2. Commit to having my student(s) at Valdez in uniform by 9:00 a.m. Monday-Friday unless ill or family emergency.
3. Commit to monitoring my student's academic progress through completed daily homework, returned assignments, grades, and 1-2 student/parent/teacher conferences a school year.
4. Commit to supporting behavioral expectations at Valdez.
5. Commit to providing my student(s) with necessary materials to complete assignments.
6. Commit to volunteering when possible and allowing my student(s) to attend school field trips.

Parent name and signature

STUDENT COMMITMENT

1. Commit to the Valdez mission.
2. Commit to arriving at Valdez in uniform by 9:00 a.m. Monday-Friday, unless ill.
3. Commit to doing quality homework every night and independently returning it at the required time and place.
4. Commit to being responsible for my own behavior and respectfully following the teachers' and adults' directions.
5. Commit to talking to my parents about school learning, grades, behavior, and events.
6. Commit to make my best effort daily.

Student name and signature

SCHOOL COMMITMENT

1. Commit to the Valdez mission.
2. Monitor student attendance.
3. Provide high quality curriculum and instruction in a supportive learning environment.
4. Contact parents regarding outstanding student performance and when attendance, behavior, or academic concerns arise including parent/student/teacher conferences, 1-2 in a school year.
5. Provide parents opportunities to volunteer and participate in their child's school, and to observe classroom activities.
6. Ensure that every student receives quality instruction that meets his or her academic needs.

Teacher name and signature

The mission of Valdez School is to serve families from diverse socioeconomic and linguistic backgrounds. Valdez students will graduate with linguistic, academic, and social skills so as to be successful and contributing, bilingual members of our diverse society and economy.