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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 0418 School Name: ASHLEY 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?
			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 50th percentile by using 1-year or 3-years of data	R	72.05%	-	-	30.2%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	34.25%	-	-	
		W	54.84%	-	-	16.46%	-	-	
		S	45.36%	-	-	4.72%	-	-	
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: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	60	-	-	51	-	-	
		M	75	-	-	50	-	-	
		W	70	-	-	40	-	-	
		ELP	40	-	-	43	-	-	

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	Median Student Growth Percentile **Description:** Growth for reading, writing and math by disaggregated groups. **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.	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.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	Graduation Rate **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Post Secondary Readiness: -
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	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.	-	
	Dropout Rate **Expectation:** At or below State average overall.	-	-	-	
	Mean ACT Composite Score **Expectation:** At or above State average	-	-	-	

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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 has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The Plan must be submitted to CDE by January 15, 2013 to be reviewed by CDE. Refer to the UIP website for more detailed instructions 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/uip/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.	Identified as a Title I Focus School	In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. Because the school's plan is required under state accountability to be submitted by January 15, CDE will review the plan for Title I purposes at that same time. For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
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).	Improvement Support Partnership Grantee (2012)	In addition to the general requirements, the school is expected to align activities funded through the grant with overall school improvement efforts in the UIP. All grant activities must be included in the action steps of the action plan (e.g., activity, resources). Because the school's plan is required under state accountability to be submitted by January 15, 2013, CDE will review the plan for grant requirements at that same time. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

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	Ken Hulslander, Principal
	Email	kenneth_hulslander@dpsk12.org
	Phone	720-424-9748
	Mailing Address	1914 Syracuse Street Denver, CO 80220-2018
2	Name and Title	Kim Hunter, Assistant Principal
	Email	kimberly_hunter@dpsk12.org
	Phone	720-424-9748
	Mailing Address	1914 Syracuse Street Denver, CO 80220-2018

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.
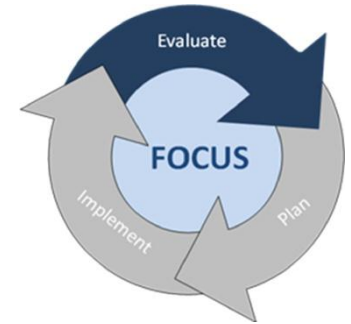
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's 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)	The percentage of students scoring proficient or advanced on TCAP reading will be 34.	The percentage of students scoring proficient or advanced on TCAP reading was 31. We missed our target by 3 points.	5th grade behavior; pushing ELA-S kiddos transitioning too quickly; parents opts low level kiddos into English (misplaced); what do our scores look like without 5th grade scores?; getting "just right books" in the hands of our ELLs when reading at home; just right materials of any sort at home; parents need support with "materials" at home (home-school connection); high transient community may influence of lack of books in the home; students in intermediate grades are missing basic reading foundation skills; the amount of assessments is interfering with instructional time (upwards of 9 weeks); loss of instructional time due to assessment, rituals and routines, etc.; students' absences
Academic Growth	The median growth percentile for students in reading will be 58.	The median growth percentile for our students in reading was 51. We missed our target by 7 points.	
Academic Growth Gaps	The median growth percentile for our English Language Learners in reading will be 58.	The median growth percentile for our English Language Learners in reading was 46. We missed our target by 12 points.	
Post Secondary	N/A		

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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.
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.

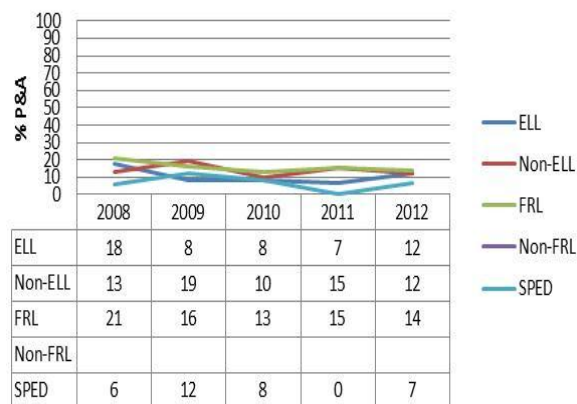| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	The percentage of students scoring proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 and is below the state's expectation of 72. The percentage of students scoring proficient or advanced on the writing TCAP/CSAP has remained stable from 2008-2012 and is below the state's expectation of 54. The percentage of students scoring proficient or advanced on the math TCAP/CSAP has remained stable from 2008-2012	The percentage of our students scoring proficient and advanced on the writing CSAP/TCAP has remained stable from 2008-2012 (19, 18, 12, 15, 14) and is 40 points below the state's expectation of 54.	We have not identified and prioritized ways to maximize our instructional time. We have not identified and implemented a consistent structure for our writing block that supports fidelity to the curriculum.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	and is below the state's expectation of 71. The percentage of students scoring proficient or advanced on the science TCAP/CSAP has decreased from 2010-2012 and is below the state's expectation of 48.		
	  The percentage of English Language Learners, Non-English Learners, and Free and Reduced Lunch students scoring proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 and is below the state's expectation of 72. The percentage of Special Education students scoring proficient or advanced on the reading TCAP/CSAP has increased from 2008-2012 and is below the state's expectation of 72.		

Reading Status - Subgroup

% P&A	2008	2009	2010	2011	2012
ELL	20	15	25	21	25
Non-ELL	29	35	30	24	35
FRL	33	26	28	23	29
Non-FRL					
SPED	12	18	8	0	19

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

Writing Status - Subgroup

	2008	2009	2010	2011	2012
ELL	18	8	8	7	12
Non-ELL	13	19	10	15	12
FRL	21	16	13	15	14
Non-FRL					
SPED	6	12	8	0	7

The percentage of English Language Learners and Free and Reduced Lunch students scoring proficient or advanced on the writing TCAP/CSAP has decreased from 2008-2012 and is below the state's expectation of 54.

The percentage of Non-English Language Learners and Special Education students scoring proficient or advanced on the writing TCAP/CSAP has decreased and increased from 2008-2012 and is below the state's expectation of 54. | | |

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

Math Status - Subgroup

	2008	2009	2010	2011	2012
ELL	26	24	38	33	30
Non-ELL	24	26	27	23	38
FRL	31	31	36	28	32
Non-FRL					
SPED	16	12	8	0	20

Legend: ELL, Non-ELL, FRL, Non-FRL, SPED

The percentage of English Language Learners and Special Education students scoring proficient or advanced on the math TCAP/CSAP has increased and decreased from 2008-2012 and is below the state's expectation of 71.

The percentage of Non-English Language Learners scoring proficient or advanced on the math TCAP/CSAP has increased from 2008-2012 and is below the state's expectation of 71.

The percentage of Free and Reduced Lunch students scoring proficient or advanced on the math TCAP/CSAP has decreased from 2010-2012 and is below the state's expectation of 71.

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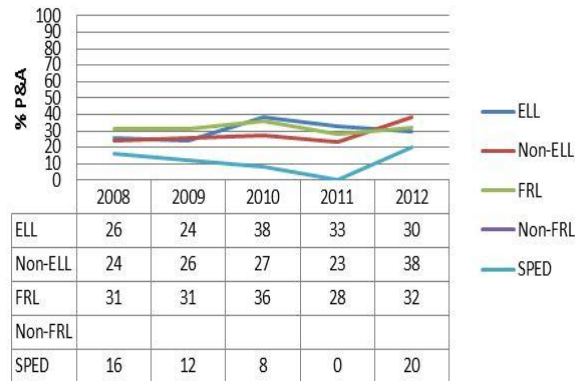| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of English Language Learners, Non-English Language Learners, and Free and Reduced Lunch students scoring proficient or advanced on the science TCAP/CSAP has remained stable from 2008-2012 and is below the state's expectation of 48.		

Science Status - Subgroup

	2008	2009	2010	2011	2012
ELL	0	0	0	4	0
Non-ELL	6	10	0	6	7
FRL	5	5	5	6	3
Non-FRL					
SPED					

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	**Growth - Overall** 	Reading	Writing	Math (MGP chart) 	2008	2009	2010	2011	2012 Reading	44	53.5	54	46	51 Writing	44	51	45	37	44 Math	52.5	50	64	35	54 The median growth percentile for our students on the reading TCAP/CSAP has remained stable from 2008 to 2012 and is above the state's median of 50. The median growth percentile for our students on the writing TCAP/CSAP has remained stable from 2008 to 2012 and is below the state's median of 50. The median growth percentile for our students on the math TCAP/CSAP has increased and decreased from 2008 to 2012 and is above the state's median of 50.	The median growth percentile for our students on the writing CSAP/TCAP has remained stable from 2008-2012 (44, 51, 45, 37, 44) and has dropped below the state's median of 50 four of the last five years.	We have not identified and prioritized ways to maximize our instructional time. We have not identified and implemented a consistent structure for our writing block that supports fidelity to the curriculum.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	CELA Growth Overall *(line graph, MGP on y-axis 0–100, years 2009–2012)* 	CELA	2009	2010	2011	2012
CELA	52	61.5	37.5	33 | The overall median growth percentile for our students on the CELA has decreased from 2010 to 2012 and is below the median adequate growth percentile of 40.		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps

Reading Growth - Subgroup

	2008	2009	2010	2011	2012
Black	44	41	51.5	34	39.5
Hispanic	42	50.5	51.5	48	42.5
ELL	48	51.5	48.5	49.5	46
Non-ELL	37.5	49	53	48	41
FRL	39.5	50	50	47.5	42.5

The median growth percentile for our Black students on the reading TCAP/CSAP has decreased and increased from 2008 to 2012 and is below the state's median of 50.

The median growth percentiles for our Hispanic students, Non-English Learners, and Free and Reduced Lunch students on the reading TCAP/CSAP have decreased from 2010 to 2012 and is below the state's median of 50.

The median growth percentile for our English Language Learners students on the reading TCAP/CSAP has remained stable from 2008 to 2012 and is below the state's median of 50. | The median growth percentile for our English Language Learners on the writing TCAP/CSAP has decreased and increased from 2008-2012 (47, 57, 46.5, 38, 53) and has dropped below the state's median of 50 three times in the last five years.

The median growth percentile for our Black students on the writing TCAP/CSAP has decreased from 2008-2012 (44, 40.5, 34, 36, 27) and has dropped below the state's median of 50 five times in the last five years. | We have not identified and prioritized ways to maximize our instructional time.

We have not identified and implemented a consistent structure for our writing block that supports fidelity to the curriculum.

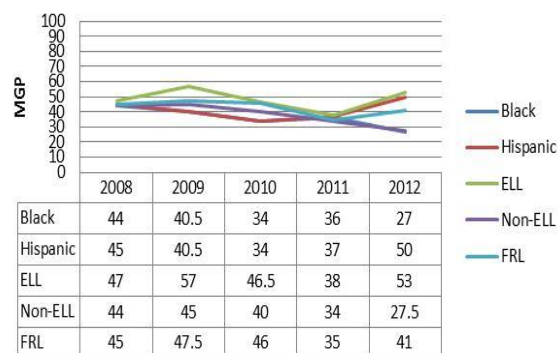We have not identified and implemented a structure for our ELD block across grade levels. |

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

Writing Growth - Subgroup

	2008	2009	2010	2011	2012
Black	44	40.5	34	36	27
Hispanic	45	40.5	34	37	50
ELL	47	57	46.5	38	53
Non-ELL	44	45	40	34	27.5
FRL	45	47.5	46	35	41

The median growth percentiles for our Black students and Non-English Language Learners on the writing TCAP/CSAP have decreased from 2008 to 2012 and is below the state's median of 50.

The median growth percentile for our Hispanic students on the writing TCAP/CSAP has decreased and increased from 2008 to 2012 and is equal to the state's median of 50.

The median growth percentile for our English Language Learners on the writing TCAP/CSAP has decreased and increased from 2008 to 2012 and is above the state's median of 50.

The median growth percentile for our Free and Reduced Lunch students on the writing TCAP/CSAP has decreased and increased from 2008 to 2012 and is below the state's median of 50.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Math Growth - Subgroup 		

MGP

	2008	2009	2010	2011	2012
Black	46	47	62	37.5	52.5
Hispanic	60	52	65	35	56.5
ELL	61.5	56	69	36	52.5
Non-ELL	46	41	46	33.5	56.5
FRL	53	51	65	32.5	53

— Black
— Hispanic
— ELL
— Non-ELL
— FRL

The median growth percentiles for our Black students, Hispanic students, English Language Learners, Non-English Language Learners and Free and Reduced Lunch students on the writing TCAP/CSAP have decreased and increased from 2008 to 2012 and are above the state's median of 50.

| Post Secondary & Workforce Readiness | N/A | | |
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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

| 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). | 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. | 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. | 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. | 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. |

Narrative:

Description of School and Process for Data Analysis

(Include a brief description of the school, the process for developing the UIP, and who participated in the data analysis such as parents, school staff, and program administrators such as Early Reading First or Head Start.)

Ashley Elementary is located in the Denver Public School's Near Northeast Region. Ashley has 347 students currently enrolled. Our school is classified as "hard to serve" due to the large percentage of free and reduced lunch students - currently 95.5% for the 2012-2013 school year. We are a Transitional Native Language Instruction (TNLI)school. At each grade level, there is at least one English and Spanish classroom. Our student population consists of 62.1% Hispanic students, 18.4% Black students, 11.5% unknown, 6.3% white, 1.7% American Indian or Alaskan Native.

Due to our large number of English Language Learners and our TCAP data (the median growth percentile for our ELLs in reading was 46, which didn't meet our target), Ashley has been identified as an English Language Acquisition (ELA) Focus School. Because of this designation, we now have a full time ELA Teacher Effectiveness Coach, a full time ELA Academic Dean, and the opportunity to work with McREL to support our ELA focus.

Review Current Performance

(Identify where you did not meet expectations in status, growth, and growth gaps. Reference the state and district SPFs and section I of this template. Describe whether or not you met the targets you set last year in status, growth and growth gaps, what those targets were, and how far away you were from your goals.)

On September 14, 2012, our staff convened to review last year's targets. We did not meet expectations for status, and we are approaching for growth and growth gaps. On the state's School Performance Framework we are rated as "Priority Improvement Plan" (orange), and on the Denver Public School's SPF, we are rated "Accredited on Probation"

(red.) Here are the specific targets and results from the 2011-2012 school year:

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)	The percentage of students scoring proficient or advanced on TCAP reading will be 34.	The percentage of students scoring proficient or advanced on TCAP reading was 31. We missed our target by 3 points.	5th grade behavior; pushing ELA-S kiddos transitioning too quickly; parents opts low level kiddos into English (misplaced); what do our scores look like without 5th grade scores?; getting "just right books" in the hands of our ELLs when reading at home; just right materials of any sort at home; parents need support with "materials" at home (home-school connection); high transient community may influence of lack of books in the home; students in intermediate grades are missing basic reading foundation skills; the amount of assessments is interfering with instructional time (upwards of 9 weeks); loss of instructional time due to assessment, rituals and routines, etc.; students' absences
Academic Growth	The median growth percentile for students in reading will be 58.	The median growth percentile for our students in reading was 51. We missed our target by 7 points.	
Academic Growth Gaps	The median growth percentile for our English Language Learners in reading will be 58.	The median growth percentile for our English Language Learners in reading was 46. We missed our target by 12 points.	
Post Secondary	N/A		

Trend Analysis

*(Talk about what data you analyzed including relevant local performance data such as STAR and Interims. Consider comparing school and district data. Describe trends you noticed including negative trends (priority performance challenges.) Be explicit about which indicator the trend refers to (status, growth, growth gaps.) Include analysis of data at a more detailed level than presented in the SPF report including **all** students (for example, within a cohort, within a grade level, within a disaggregated group).*

On September 14, 2012, the whole staff convened to examine TCAP status and growth reports across content areas. We noted the following trends:

- The median growth percentiles for our Black students, Hispanic students, English Language Learners, Non-English Language Learners and Free and Reduced Lunch students on the writing TCAP/CSAP have decreased and increased from 2008 to 2012 and are above the state's median of 50.
- The median growth percentile for our Black students and Non-English Language Learners on the writing TCAP/CSAP has decreased from 2008 to 2012 and is below the state's median of 50.
- The median growth percentile for our Hispanic students, the writing TCAP/CSAP has decreased and increased from 2008 to 2012 and is equal to the state's median of 50.
- The median growth percentile for our English Language Learners on the writing TCAP/CSAP has decreased and increased from 2008 to 2012 and is above the state's median of 50.

- The median growth percentile for our Free and Reduced Lunch students on the writing TCAP/CSAP has decreased and increased from 2008 to 2012 and is below the state's median of 50.

Please see the trends column above for a complete list of trends.

Priority Performance Challenges

(Explain how you prioritized performance challenges. Include at least one priority performance challenge for each indicator for which minimum expectations were not met. Specify priority disaggregated groups in detail such as for a cohort of students, a grade level, or within a sub-content area.)

On September 21, 2012, the School Leadership Team (SLT) examined a visual representation of our trends data across content areas and subgroups. We captured our observations, applied the REAL criteria, and agreed upon the following priority performance challenges:

Status:
The percentage of our students scoring proficient and advanced on the writing CSAP/TCAP has remained stable from 2008-2012 (19, 18, 12, 15, 14) with the most recent score falling 39.5 points below the state's expectation.

Growth:
The median growth percentile for our students on the writing CSAP/TCAP has remained stable from 2008-2012 (44, 51, 45, 37, 44) and has dropped below the state's median of 50 four of the last five years.

Growth Gaps

The median growth percentile for our English Language Learners on the writing TCAP/CSAP has decreased and increased from 2008-2012 (47, 57, 46.5, 38, 53) and has dropped below the state's median of 50 three times in the last five years.

The median growth percentile for our Black students on the writing TCAP/CSAP has decreased from 2008-2012 (44, 40.5, 34, 36, 27) and has dropped below the state's median of 50 five times in the last five years.

	Reading				Writing				Math			
	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend
Grade 4	29	incon	59	↑	17	→	61.5	↑	57	↑	59	incon
ELL	25	→	46	→	12	↓	53	incon	30	↓	52.5	incon
Hispanic	33		42.5	↓	17		50	↑	35		56.5	incon
SPED	19	↑	46.5	→	7	→	45.5	incon	20	↑	48.5	incon
Overall	31	→	51	→	14	→	44		34	→	51	incon
FRL	29	→	42.5	↓	14	↓	41	↓	32	→	53	incon
Grade 5	17	↓	39	incon	7	↓	30	↓	17	↓	39	↓
Non-ELL	35	→	41	↓	12	incon	27.5	↓	38	↑	56.5	incon
Black	18		39.5	→	0		27	↓	15		52.5	incon
Female	38	↑			20	incon			37	incon		
Non-SPED	33	→			15	↓			36	→		
Male	26	→			10	→			33	→		
Grade 3	46	↑			17	↑			30	→		
Grade K												
Grade 1												
Grade 2												
Grade 6												
Grade 7												
Grade 8												
White												
Non-FRL												
Exited ELL												

Root Cause Analysis

(Name the root causes for each of your priority performance challenges. Make sure the causes are ones the school can control and that they reflect the analysis of multiple types of data. Consider broad, systemic root causes if the school did not meet expectations on a large number of indicators. Explain how you identified and verified (with more than one data source) root causes and how stakeholders were involved.)

Root cause analysis was conducted as a two-part conversation. Part I involved the entire school staff via an email survey in which we presented the priority performance challenges and asked them to generate all possible explanations for status, growth, and growth gaps.

We then convened as an SLT on September 21, 2012, to examine the staff's statements. We removed explanations that we could not control or were not supported by data. We consolidated and named the remaining explanations in sentences crafted as deficits (we lack/do not have/have not mastered.) Some of the possible root causes we generated were as follows:

- We lack time to fully implement and understand Writing Alive curriculum across grade levels.

- We have not mastered an intervention within or outside of Writing Alive to meet individual needs

- We have not improved reading or oral language development to make our students become proficient writers.; oral rehearsal. Students are lacking social, instructional, and academic language.

- We lack a consistent establishment of positive test-taking environment for both adults and students.

- We lack consistent ELD programming/what ELD should look like at each grade level. We lack tools for ELD across the board and explanations of what it looks like for K-5.

- We lack standard English in both cultures. Discipline comes from this because they don't understand. They lack motivation because they don't understand and the support does not continue at home.

The SLT then began to prioritize the remaining items and to examine "why." The following root causes were identified:

- We have not identified and prioritized ways to maximize our instructional time.

- We have not identified and implemented a consistent structure for our writing block that supports fidelity to the curriculum.

- We have not identified and implemented a structure for our ELD block across grade levels.

We then verified the root causes through staff perceptual data and through classroom observations.

Action Steps Updates:

Major Improvement Strategy One is to identify and prioritize ways to maximize our instructional time. As a leadership team, created a look-for sheet for data collection to determine what types of issues were impacting instructional time. Our "look-for" sheet captured items such as:
1. Allocated uninterrupted class time
2. On-time starts and pick-ups; stick to class schedule.
3. Clean transitions.
4. Students working independently with rituals and routines.
5. Teachers well planned; resources readily available.
6. Improve behavior management skill.

The week of October 15, the leadership team went to 13 of 17 classrooms. The data collected showed:
#1 Observation Oct. 15 – 22

Maximizing Instructional Time

Class period starts and ends on time:	- 5	(38%)
Class period starts 5 – 10 minutes after scheduled time:	- 3	(24%)
Class period starts 10 – 20 minutes after scheduled time:	- 5	(38%)
TOTAL	- 13	

Content/Language Objective Posted

Posted:	- 4	(37%)
Posted and Verbalized:	- 2	(18%)
Verbalized Only:	- 3	(27%)
Not posted or Verbalized:	- 2	(18%)
TOTAL	- 11	

Based on this data, it was determined that 8 of 13 teachers were not starting instruction on time. 3 teachers started 5-10 minutes late and 5 started 10-20 minutes late. After this first round of data collection, the leadership team realized that were not starting instruction in a timely manner. The causes for delay of starting instruction included: teachers waiting to start instruction until after morning announcements, teachers not always prepared, promptness and consistency of the start of announcements and the promptness of teachers picking up their students from the playground. Dr. Hulslander, the principal, set forth the expectation with the staff during a faculty meeting the importance of starting instruction on time and keeping on schedule. Initially, the Assistant Principal, made an announcement 5 minutes before teachers were due to pick up their students. We also changed how announcements are conducted. They begin at 8:30 and last no more than 1-2 minutes. He also told the teachers that the leadership team would continue to capture data with the "look-for" document.

At this time we also captured to data on Content Language Objectives (CLO) to see if there was transfer from professional development from September and October. Of the 11 classrooms where CLO data was collected only 2 teachers had no evidence of a CLO. Peggy Jurgs, the ELA tech. coached those 2 teachers around creating CLO's. We also sent CLO reminders via email and faculty meetings to all staff to continue the support for creating CLOs. As of March 2013, work around the CLO continues.

Major Improvement Strategy 2 is to identify and implement a consistent structure for our writers' block that supports fidelity to the curriculum. In November, Peggy Jurgs complied a Writing Best Practices self-assessment based on the DPS Best Practices for Writing document. From this self-assessment the leadership team wanted to capture data to identify if teachers are implementing a consistent structure for their writing block. Teachers were told to highlight in green, yellow and pink/red to indicate how consistently they do each of the practices. Green indicated the writing practice is done consistently and observable 100% of the time. Yellow indicated a writing practice that was done inconsistently. Pink/Red indicated a writing practice that isn't done at all. The principal and assistant principal also completed the assessment to gain their perspective how consistently writing blocks were implemented.

Data:

Staff Self-Assessment of Best Practices in Writing

Component Area	Description of Criteria	STAFF	ADMIN

Teacher establishes Predictable Writing Workshop structures and routines	Teacher routinely implements Writing Workshop	75% 25%	100%
Teacher establishes a literacy rich classroom environ	Classroom Arrangement	100%	100%
	Classroom Displays	33% 33% 33%	100%
Teacher develops student independence and sense of community	Rituals and routines are firmly established	86% 24%	100%
Teacher provides effective whole group instruction in mini-lesson	Daily mini-lessons are related and part of a coordinated Instructional focus, based on Standards, assessed student Needs and goals, and DPS writing units of study and District curricular resources.	100%	50% 50%
	Mini-lesson	100%	60% 40%
	Teacher shelters mini-lesson to support ELL	100%	100%
Teacher individualize Student instruction During small group and conferences	Writing conferences: individual writing conference raise the level of students' writing	60% 40%	100%
	Small writing groups	25% 50% 25%	100%
Teacher uses writing Artifacts and tools effectively	Writer's notebooks	100%	100%
	Writing files and folders	100%	100%
	Editing checklist	100%	100%
	Touchstone texts	50% 50%	100%
Teacher and student Use assessment Information to improve writing and learning	Informal assessments	50% 50%	
	Formal assessments	---	100%
	Writing assessment practices are employed in WW	43% 28% 28%	80% 20%

From the data came several things. First, during our professional development meeting in December, we celebrated the areas that had high percentages of green or that were consistently occurring building wide. Next, we found areas that, as school, we are struggling with. Thus, we concluded we need to focus one three areas: integrating more mentor texts into the writing block, teachers conducting writing conferences and goal setting with students and teachers modeling their own writing for students. As an aside, some of the data that was red aren't components of Writing Alive, such as writer's notebooks or writing file and folders. Once the areas for growth were identified, the ELA Tech and Writing Tech began coaching teachers around these 3 areas. We had Writing Alive Professional Development in January, 2.5 hours for primary and 3 hours for intermediate. The focus of this PD was higher level thinking in writing**.** Coaching is continuing by Bev Short, the Writing Teacher Effectiveness Coach.

After the first round of data collection from the self-assessment, we revised the Ashley "Look Fors" Document to capture Content Language Objectives as well as the structure and rigor of the writing block. The revised "Look Fors" document included capturing data on student talk vs teacher talk, teachers monitoring for understanding and/or completion of assignment, observed student time on task, and how are teachers supporting rigor during the lesson. Observations were conducted during the week of February 4. The data showed:

#3 Observation February
10 of 15 classrooms were observed

Content/Language Objective Posted
Posted:

Reading	- 3	(30%)	*may have posted CLO at time of lesson*
Writing	- 9	(90%)	
Math	- 4	(40%)	*may have posted CLO at time of lesson*

Posted and Verbalized:	- 4	(40%)
Verbalized Only:	- 4	(40%)
Not posted or Verbalized:	- 1	(10%)

Student can articulate CLO   -4   (40%)
Differentiated support for CLO   -5   (50%)

CLO Components

Content	-8	(80%)
Language Function	-8	(80%)
Language Domain	-8	(80%)
Language Form	-7	(70%)
Differentiated Support	-5	(50%)

Rigor

Whole Group	-5	(50%)

Partner/Small Group   -3   (30%)
Independent   -4   (40%)

Teacher v. Student Talk 50% of classes had more than 60% teacher talk
10% of classes had opportunity for students to opportunity [40%] talk

Teacher monitoring for understanding   60% of teachers checked for understanding

On task student behavior   80% of classroom observed on task behavior

Rigor*
- *open ended question*
- *timed exit ticket to lunch*
- *questioning*
- *pushing language to support thinking*
- *use of technology, I-Pad*

After this data was collected and analyzed, the leadership decided to put focus on increasing student discourse. To date, the coaches are working with teachers to begin to implement cooperative structures to allow for increased student discussion. Additional data will be collected in May.

Major Improvement Strategy Three is to identify and implement a structure for our ELD block across grade levels. On December 4, McREL came for an onsite visit. During this visit, Jan Hill helped the leadership team to create a framework that can be a structure for the ELD block and for integrating ELD into other subjects. Now, as a leadership team, we met to make sure we had a common understanding of the terms on our ELD framework so that once we did observations we were capturing consistent data. We all did an observation of one teacher to norm ourselves before doing school wide PD and observations. After the observation of the selected teacher, we revised our ELD framework as we noticed that the language and terms need to be further clarified in order to create more rigor and a more user friendly document. After the framework was revised, the same selected teacher sat with the principal to plan a lesson using our ELD framework. The leadership team observed the implementation of the lesson and further revisions were made to our document. On March 19, Dr. Hulslander presented our ELD framework to the entire staff and the expectations for its use. All teachers will submit a completed ELD framework for an upcoming lesson. The leadership will then observe the planned lesson and provide feedback.

ONGOING

Interim Measures

(For each interim measure you identified in the Action Plan, examine and describe results. Indicate next steps that will happen as a result of examining this data, and make any relevant changes to your action plan.

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At a minimum, consider the following points in the year for review of data based on availability of results:

January: STAR, Math Interim, Reading Interim (optional), CBLA data, additional informal data

April: CELA, additional informal data

May: third grade TCAP, CoAlt, STAR, Math Interim, Reading Interim, Writing interim, CBLA data, additional informal data

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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.
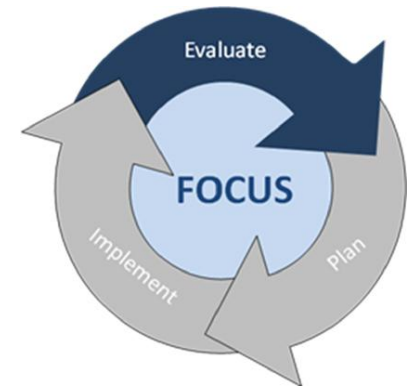
School Target Setting Form

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					
		W	The percentage of our students scoring proficient and advanced on the writing CSAP/TCAP has remained stable from 2008-2012 (19, 18, 12, 15, 14) and is 40 points below the state's expectation of 54.	The percentage of students scoring proficient or advanced on the writing TCAP will be 25.	The percentage of students scoring proficient or advanced on the writing TCAP will be 29.	Writing interim data will be collected and reviewed by teachers and school administrators in September, December, and May. We expect to see an increase in the percentage of students scoring "proficient" or "advanced" during each window as well as a decrease in the percentage of students scoring "unsatisfactory". The percentage of students scoring proficient or advanced in May should meet or exceed the TCAP target. Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	We will identify and prioritize ways to maximize our instructional time. We will identify and implement a consistent structure for our writing block that supports fidelity to the curriculum.
		S					

Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W	The median growth percentile for our students on the writing CSAP/TCAP has remained stable from 2008-2012 (44, 51, 45, 37, 44) and has dropped below the state's median of 50 four of the last five years.	The median growth percentile for our students on the writing TCAP will be 55.	The median growth percentile for our students on the writing TCAP will be 55.	Writing interim data will be collected and reviewed by teachers and school administrators in September, December, and May. We expect to see an increase in the percentage of students scoring "proficient" or "advanced" during each window as well as a decrease in the percentage of students scoring "unsatisfactory". The percentage of students scoring proficient or advanced in May should meet or exceed the TCAP target. Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	We will identify and prioritize ways to maximize our instructional time. We will identify and implement a consistent structure for our writing block that supports fidelity to the curriculum.
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W	The median growth	The median growth	The median growth	Writing interim data will be	We will identify and

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		percentile for our English Language Learners on the writing TCAP/CSAP has decreased and increased from 2008-2012 (47, 57, 46.5, 38, 53) and has dropped below the state's median of 50 three times in the last five years. The median growth percentile for our Black students on the writing TCAP/CSAP has decreased from 2008-2012 (44, 40.5, 34, 36, 27) and has dropped below the state's median of 50 five times in the last five years.	percentile for our English Language Learners on the writing TCAP will be 55. The median growth percentile for our black students on the writing TCAP will be 55.	percentile for our English Language Learners on the writing TCAP will be 55. The median growth percentile for our black students on the writing TCAP will be 55.	collected and reviewed by teachers and school administrators in September, December, and May. We expect to see an increase in the percentage of English Language Learners scoring "proficient" or "advanced" during each window as well as a decrease in the percentage of English Language Learners scoring "unsatisfactory". Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	prioritize ways to maximize our instructional time. We will identify and implement a consistent structure for our writing block that supports fidelity to the curriculum. We will identify and implement a structure for our ELD block across grade levels.
Post Secondary & Workforce Readiness	Graduation Rate	N/A				
	Disaggregated Grad Rate					
	Dropout Rate					
	Mean ACT					

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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.

Major Improvement Strategy #1: We will identify and prioritize ways to maximize our instructional time.
Root Cause(s) Addressed: We have not identified and prioritized ways to maximize our instructional time.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (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: _____

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 look-for sheet for data collection to include items (teachers, leadership, professional developers) such as. 1. Allocated uninterrupted class time 2. On-time starts and pick-ups; stick to class schedule. 3. Clean transitions. 4. Students working independently with rituals and routines. 5. Teachers well planned; resources readily available. 6. Improve behavior management skill.	October 2012	School Administrative Team: Ken Hulslander, Principal Kim Hunter, Assistant Principal Peggy Jurgs, ELA TEC Patricia DeLeon, ELA Dean	Ashley "Look-Fors" Document	Completion of a synthesis of blue observation sheets (Ashley "Look-Fors" Document) to report out what is interfering with instructional time in 100% of classrooms.	Completed
Collect baseline data on what is interfering with instructional time.	November 2012	School Administrative Team: Ken Hulslander, Principal Kim Hunter, Assistant	n/a	100% of classrooms will be visited using the blue observation sheets resulting in baseline data.	In progress: Data was collected on the week of October 15-22 and

		Principal Peggy Jurgs, ELA TEC Patricia DeLeon, ELA Dean			again on January 4th see findings in narrative
Identify areas for support related to the findings and plan for that support and for subsequent walkthroughs.	December 2012; February 2013; April 2013	School Administrative Team: Ken Hulslander, Principal Kim Hunter, Assistant Principal Bev Short, Writing Teacher Effectiveness Coach Peggy Jurgs, ELA TEC Patricia DeLeon, ELA Dean	n/a	Plan for addressing obstacles to instructional time will be generated based on data collected during walkthroughs. **See summary**	In Progress

* 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 identify and implement a consistent structure for our writers' block that supports fidelity to the curriculum.

Root Cause(s) Addressed: We have not identified and implemented a consistent structure for our writers' block and curriculum.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (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: _____

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)
Gather data to examine the structure and quality of the writing block utilizing the DPS Best Practices in Elementary Writing Workshop document (Fidelity to the Writer's Block): 1. Teachers self-assess (Nov. & May) 2. School Administrative teams assess	2012-2013	School Administrative Team: Ken Hulslander, Principal Kim Hunter, Assistant Principal Peggy Jurgs, ELA TEC Patricia DeLeon, ELA Dean Teachers	n/a	100% of teachers will self-assess the structure of their writing block in November and May. **Data in summary**	Completed
Differentiated professional development/coaching based on the results of data collection from: walkthroughs (with Ashley Look Fors document); data teams and student work.	2012-2013	Bev Short, Writing TEC Peggy Jurgs, ELA TEC Patricia DeLeon, ELA Dean	Writing Alive Professional Development: Day 3 $500 from General Budget .5 TEC from SIG grant	100% of teachers will participate in differentiated professional development as evidenced by coaching logs, sign-in sheets, and agendas.	In progress
Monitor classroom transfer of differentiated coaching and professional development. (rounds, walk-throughs, data teams-narrow focus, progress monitoring of ELLs etc.) and document growth.	2013 and 2013-2014	School Administrative Team: Ken Hulslander, Principal Kim Hunter, Assistant		Quarterly visits (January and April) to 100% of classrooms will occur as evidenced by the completion of the Ashley	In progress

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		Principal Bev Short, Writing Teacher Effectiveness Coach Peggy Jurgs, ELA TEC Patricia DeLeon, ELA Dean		"Look-Fors", writing interims and monthly writing samples (Fidelity to the Writer's Block).	

Major Improvement Strategy #3: We will identify and implement a structure for our ELD block across grade levels.

Root Cause(s) Addressed: We have not identified and implemented a structure for our ELD block across grade levels.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (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: _____

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)
Collect baseline data on the English Language Development (ELD) block. 1. The leadership team will meet to define terms on the framework to have a common understanding 2. The leadership team all first observe one teacher to norm ourselves 3. The leadership team will conduct observations to establish a baseline 4. Professional development is scheduled for March 22 to introduce the framework to all teachers.	February 2013	School Administrative Team: Ken Hulslander, Principal Kim Hunter, Assistant Principal Peggy Jurgs, ELA TEC Patricia DeLeon, ELA Dean	n/a	100% of classrooms will be visited utilizing the Ashley ELD framework document.	In progress

Provide professional development around an ELD block implemented with fidelity daily to include the following components:
 1. A learning objective
 2. Exemplars
 3. Language Implications
    a. Function of Language
    b. Vocabulary
    c. Grammar
    d. Scaffolds and Structures
	2013 and 2013-2014	Administrative Team:
		 Ken Hulslander, Principal
		 Kim Hunter, Assistant Principal
		 Peggy Jurgs, ELA TEC
		 Patricia DeLeon, ELA Dean
			n/a
			
			 McRel
				100% of teachers will participate in ELD professional development as evidenced by sign-in sheets and agendas.	In progress

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e. Student Discourse 4. ELD Standards					
Monitor classroom transfer of ELD professional development. (rounds, walk throughs, data teams-narrow focus, progress monitoring of ELLs etc.)* and document growth.	May 2013 and 2013-2014	School Administrative Team: Ken Hulslander, Principal Kim Hunter, Assistant Principal Peggy Jurgs, ELA TEC Patricia DeLeon, ELA Dean	n/a	Monthly visits to 100% of classrooms will occur as evidenced by the completion of the Ashley ELD framework document.	Not begun

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)	Meetings were held to look at the data, determine causes that affect our outcomes; and then we developed action steps. UIP will be shared in a parent meeting in November. Parents are involved through our parent meetings that occur once a month with a morning and evening meeting to meet the scheduling needs of as many people as possible. The school improvement plan is discussed and the objectives and strategies are discussed.
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)	*Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.* We need to increase our outreach to our parents. Our parent and community liaison will be providing opportunities for parents to come in for various activities such as cooking classes, wellness training and various topics of their choosing. In our parent meetings, we have discussions around parenting strategies as well as how parents can help their children with reading and math at home. We also take the time to explain their options for outside support. All of these interventions help parents with their

			integration into the American school culture. Our parent and community liaison also attend a workshop to build the participation of our African American parents.
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)	*Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.* Pages 21-24 Our major strategies include maximizing instructional time, implementing the writer's block with fidelity and implementing an ELD block with fidelity.
All core content teachers are highly qualified.	☑ Yes ☐ No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	Teacher applicants are recruited by the district using an application process that ensures they are highly qualified and have the proper training and credentials.

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)

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.

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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)	Our data has shown that our area of focus needs to be strengthening our writing program and providing a quality ELD program/block. Our professional development is aligned with meeting these needs and is generated from our grade-level data teams and coaching cycles. We have moved away from a one-size fits all approach to a grade level, data team driven differentiated approach.
The school's Parent Involvement Policy (including the Parent Compact) is attached.	☑ Yes ☐ 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)	Meetings with parents 3 times a year: fall, winter and spring. We schedule these meetings in the fall not long after the start of school, in late January and then again right after spring break so that we can discuss the possibilities of programs at our school and others. We also discuss things that they can do over the summer in order to keep their children from going backwards during summer break. ECE teachers also work in the kindergarten rooms 1-day a week to help kindergarteners gain proficiency before entering first grade. ECE students also spend time with their new kindergarten teacher at the end of the year to get to know before returning in the fall.
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)	At the end of each year, we have a meeting where we discuss with parents and concerned community members where we are on the UIP and what we are thinking about for the coming year. We use the criteria from the LEAP process. It is effective and very thorough.
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	*Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.* We have enough Title I funds to cover the salary of two teachers at $66,604 each as well as some supplies. Other funds include: Read to Achieve Grant; 3 yrs. to fund a teacher, paras and guided reading consultant • Read to Succeed Grant; annual grant to fund 2FTE's; outside support giving $130,000 • Temple Hoyne Buell Foundation; annual gift to fund one parent and community liaison: $10,000

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• Jewish Family Services; annual grant to fund a counselor 1.5 days per week: apprx. $20,000

Appendix A

SCHOOL-PARENT COMPACT

The Ashley Elementary School 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 2011-2012

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Ashley Elementary School 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:**

    We are following the DPS curriculum, which has been evaluated for effectiveness and adhesion to the state Common Core standards.

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:

    Twice a year as an all-school function and then by appointment at other times. Schedules will be made so as to accommodate the full spectrum of parent availability.

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

> The major report will be the school report card. In addition, there are individual reports that are created on an as-needed basis.

Appendix A

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

> A parent in good standing can visit her student's classroom at any time. They need only stop by the office and check in. they will then be given a nametag and then they can come back when they want.

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

> Parents can volunteer at any time during the year. We have a parent liaison that actively recruits parents. Background checks have to be completed and then parents may work in classrooms or on individual projects.

Parent Responsibilities

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

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

<u>OPTIONAL ADDITIONAL PROVISIONS</u>

Student Responsibilities

Teachers at Ashley Elementary will take time to discuss with students their responsibilities at an age-appropriate level. The engagement that we ask from students could be modeled on the following form.

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._
3. _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

Section V: Supporting Addenda Forms

For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.	Section IV: A description of the selected turnaround strategy in the Action Plan Form. If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.	☐ **Turnaround Partner.** A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. *Provide name of Turnaround Partner:* _____ ☐ **School/District Management.** The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support. ☐ **Innovation School.** School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act. ☐ **School/District Management Contract.** A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute. *Provide name of Management Contractor:* _____ ☐ **Charter Conversion.** (For schools without a charter) The school has converted to a charter school. ☐ **Restructure Charter.** (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured. ☐ **School Closure.** ☐ **Other.*** Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").

*Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?