

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

Organization Code:0880 District Name: DENVER COUNTY 1 School Code:0650 School Name: BEACH COURT 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 50 th percentile by using 1-year or 3-years of data	R	72.05%	-	-	71.3%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	70.69%	-	-	
		W	54.84%	-	-	59.77%	-	-	
		S	45.36%	-	-	43.97%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
		R	Elem	MS	HS	Elem	MS	HS	
		M	26	-	-	80	-	-	
		W	44	-	-	73	-	-	
		ELP	44	-	-	86	-	-	
	38	-	-	47	-	-			

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;">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	Best of 4-year through 7- year Grad Rate - using a-year grad rate	-	Overall Rating for Post Secondary Readiness: -
	<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

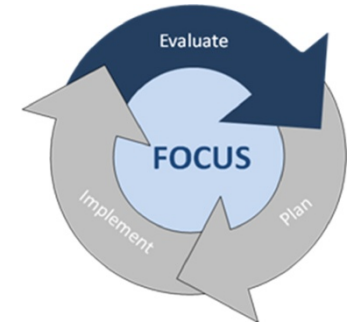
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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)		
	Name and Title	Veronica Maes
	Email	veronica_maes@dpsk12.org
	Phone	720-424-9470
	Mailing Address	4950 Beach Court Denver, CO
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)	N/A – see data narrative		
Academic Growth	N/A – see data narrative		
Academic Growth Gaps	N/A – see data narrative		
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)	<div style="text-align: center;"> <p>TCAP Reading</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>59%</td> <td>74%</td> <td></td> <td></td> <td>45%</td> </tr> </tbody> </table> </div> <p>From 2009 to 2012 the percent of students in grades 3-5 who scored proficient and above as measured by the TCAP in Reading went from 74% to 45%, a decline of almost 30% percent proficient which is below the state expectation of 72.05%.</p>		2008	2009	2010	2011	2012	Reading	59%	74%			45%	<p>From 2009 to 2012 the percent of students overall who scored proficient and above as measured by the TCAP is significantly below state expectations in all content areas.</p>	<p>We lack sufficient systems and structures to support students' academic success in all content areas.</p> <p>We lack specific expectations for student success as it relates to Common Core State Standards, including specific grade level standards targets, curriculum objectives and defined assessment proficiency levels.</p>
	2008	2009	2010	2011	2012										
Reading	59%	74%			45%										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p style="text-align: center;">TCAP Writing</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>37%</td> <td>65%</td> <td></td> <td></td> <td>29%</td> </tr> </tbody> </table> <p>From 2009 to 2012 the percent of students in grades 3-5 who scored proficient and above as measured by the TCAP in writing went from 65% to 29%, a decrease of 36% which is below the state expectation of 54.84%.</p>		2008	2009	2010	2011	2012	Writing	37%	65%			29%		
	2008	2009	2010	2011	2012										
Writing	37%	65%			29%										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes										
	<p style="text-align: center;">TCAP Writing</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>TCAP Writing Proficiency Data (2012)</caption> <thead> <tr> <th>Grade</th> <th>Proficiency (%)</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>21%</td> </tr> <tr> <td>4th</td> <td>16%</td> </tr> <tr> <td>5th</td> <td>46%</td> </tr> <tr> <td>Overall</td> <td>29%</td> </tr> </tbody> </table> <p>Writing: 3rd: 21% 4th: 16% 5th: 46% Overall: 29%</p> <p>When comparing the overall percent of proficient and advanced TCAP writing in 2012 to percent proficient by grade level, there is a significant difference. Fourth grade percent proficiency was at 16% which is 30% less than 5th grade proficiency of 46% as measured by TCAP.</p> <p>This difference is also significant since on average at the district level 5th graders outperformed 4th graders by about 8% on the TCAP writing assessment. At the district level the difference between the grade levels is only 6% as compared to Beach Court where the difference was 14%.</p>	Grade	Proficiency (%)	3rd	21%	4th	16%	5th	46%	Overall	29%		
Grade	Proficiency (%)												
3rd	21%												
4th	16%												
5th	46%												
Overall	29%												

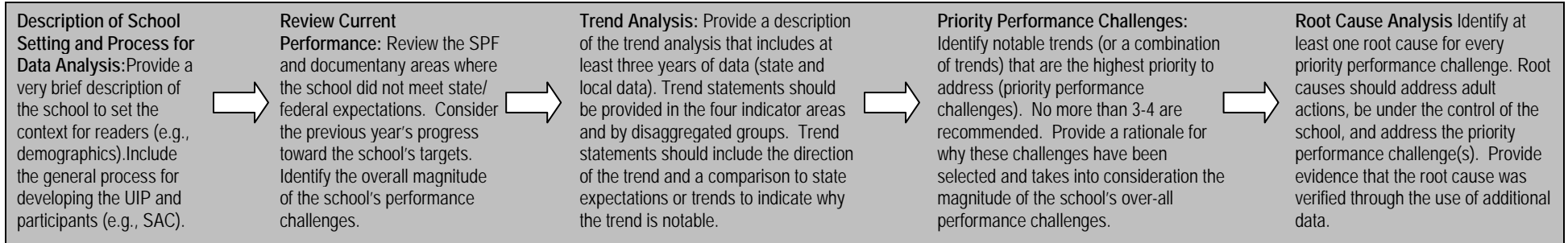
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<div style="text-align: center;"> <p>TCAP Math</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>64%</td> <td>76%</td> <td></td> <td></td> <td>42%</td> </tr> </tbody> </table> </div> <p>From 2009 to 2012 the percent of students in grades 3-5 who scored proficient and above as measured by the TCAP in math declined from 76% to 42%, a decrease of 34% which is well below the state expectation of 70.11%.</p> <p>Math: 3rd: 33% 4th: 44% 5th: 47% Overall: 42%</p> <p>When comparing the overall percent of proficient and advanced TCAP math in 2012 to percent proficient by grade level, there is a significant difference. 3rd grade percent proficiency was at 33%, that is 14% less than 5th grade proficiency of 47% as measured by TCAP.</p> <p>This difference is also significant since when on average at the district level 5th Graders perform worse than 3rd and 4th grades on the TCAP math assessment. At the district level the difference between the grade levels is only 6% as compared to Beach Court where the difference was compared to 14%.</p>		2008	2009	2010	2011	2012	Math	64%	76%			42%		
	2008	2009	2010	2011	2012										
Math	64%	76%			42%										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	The 2010 & 2011 TCAP results were invalidated, as a result of the invalidation we do not have median growth percentiles nor do we have valid median growth percentile for all content areas.		
Academic Growth Gaps	The 2010 & 2011 TCAP results were invalidated, as a result of the invalidation we do not have growth gaps data for all content areas.		
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

Built in 1926, Beach Court is a neighborhood school in northwest Denver. Beach Court is a Transitional Native Language Instruction (TNLI) school with classes at each grade level and Free & Reduced Lunch at 96%. With a highly collaborative and student centered staff, the primary focus is to impact student achievement among diverse learners and to provide them with the necessary skills in becoming lifelong learners.

We have developed the UIP through collaborative conversations with staff and data teams. In the Spring of 2012, Beach Court CSAP and TCAP results for 2010 and 2011 were invalidated. Due to the invalidation of data, we have no growth data or median growth percentiles. We are using the 2012 TCAP results as a baseline as these results also align with our 2011-2012 local data.

Process for Data Analysis, Review Current Performance & Trend Analysis

August 2nd: The process of data analysis formally began on when the new administration team started at Beach Court. The Principal, Veronica Maes, started with the preliminary TCAP reports for 2012. These status reports were broken down by content and grade level. It was clear that we were well below the targets set last year and below both the state and district in most areas. The grade level data yielded similar results of declining scores with a glaring decline in Writing, specifically 4th grade. The growth was more difficult to ascertain as our TCAP scores for both 2010 and 2011 had been invalidated.

It was very evident that we would need to be focusing on instruction and professional development with the staff.

Listed below are dates of meeting that took place to move us from initial student data and budget information to our UIP major improvement strategies and action steps:

Priority Performance Challenge and Root Cause Analysis

August 6th through August 9th: Administration met with the Beach Court Teacher Leaders to discuss Professional Development plans, based on assessment data, organization of SLT, and CSC, as these had not been in place the previous year. We had a half day meetings discussing staffing, data, classroom configurations, and the UIP from last year.

We also talked about our upcoming staff development days with the teachers and how best to utilize that time. It was decided that we would do a data dig into our current data, evaluate our content area of focus and do a root cause analysis to determine our action steps for the year.

August 21st-23rd Staff meetings on “Green Days” were held for three days. We started by doing a whole staff TCAP data dig. We looked at all content areas and sub group data. It was determined that, due to the unreliable results from prior TCAP assessments, we would focus in on the results from the 2011-12 school year. Although results were low overall, writing by far is a greatest challenge and the data dig led us to select writing as our content area of focus.

We discussed potential obstacles to success, to rate these obstacles by likelihood and impact, and to rank order them by priority. We looked at potential obstacles related to instruction, school culture, administration, district, community and students. We used this information to select High Impact Instructional Strategies as our LEAP area of focus to support student growth. We also spent time digging into the new CCSS in language arts, math, and Content Language Objectives.

August 28th Grade Level team meetings. SMART goal action steps for writing were identified to progress monitor students as well as adjust our instruction to meet their needs.

September 14th Staff collaboratively scored and discussed DPS Writing Interim Assessments. Overall, students lacked Content and Organization, either not writing to the prompt, or not remaining focused. Staff came to the conclusion that we lacked a school wide system for teaching Content and Organization in writing to students. We decided to begin the implementation of the PEEL (Point, Example, Explanation, and Link) as the basic 4 sentence paragraph school wide. We would use the results of this Interim assessment as the baseline data for our first SMART goal cycle.

September 17th CSC Meeting. We hosted the first CSC meeting to share our goals listed later. We also discussed the current state of the budget and the staff moves that had been made to align our resources with our identified needs.

October 1 SLT meeting. We met to review the work done by the staff. We looked at the additional data shown in the graphs below, as well as status scores for the 2011-12 school, year to confirm our areas of focus for this year. We noted that the additional data confirms that our lack of systems and common understanding is resulting in a lack of growth across grade levels. It was also discussed that in the 2011-12 school year, there were inconsistencies in communication regarding school wide academic expectations. The lack of collaboration, communication, and school wide expectations/strategies led to a breakdown of rigor school wide.

Identified root causes:

- We lack sufficient systems and structures to support students’ academic success in all content areas.
- We lack specific expectations for student success as it relates to Common Core State Standards, including specific grade level standards targets, curriculum objectives and defined assessment proficiency levels.

2011-2012TCAP Performance (percent Proficient/Advanced) by Grade Level

Reading:

3rd: 40%

4th:46%

5th:46%

Overall:45%

Writing:

3rd: 21%

4th: 16%

5th: 46%

Overall: 29%

Math:

3rd: 33%

4th: 44%

5th: 47%

Overall: 42%

Science:

5th: 33%

Priority Performance Challenge:(refer to data analysis page)

From 2009 to 2012 the percent of students overall who scored proficient and above as measured by the TCAP is significantly below state expectations in all content areas.

As of April, 2013, all Beach court teachers have participated in a school wide Professional Development focused on classroom interventions that work. In addition, all teachers have been meeting weekly in data teams. During those meetings, we discuss student work samples, and benchmark assessment results and how it aligns with their specific SMART goals.

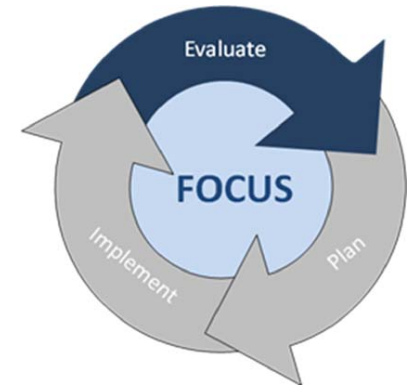
Section IV: Action Plan(s)

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	From 2009 to 2012 the percent of students overall who scored proficient and above as measured by the TCAP is significantly below state expectations in all content areas.	60% of students will be Proficient in Reading, as measured by the TCAP.	65% of students will be Proficient in Reading as measured by the TCAP.	Data team examinations of DPS Interim Assessment results, STAR reading results, Beginning and End of Year as well as DRA2/EDL2.	<p>We will design and implement researched based data team process.</p> <p>We will implement a professional development unit focused on ensuring core instruction includes interventions that support student needs.</p>
		M	From 2009 to 2012 the percent of students overall who scored proficient and above as measured by the TCAP is significantly below state expectations in all content areas..	50% of students will be Proficient in Math, as measured by the TCAP.	60% of students will be Proficient in Math, as measured by the TCAP.	DPS Math Interims and Everyday Math Assessments	<p>We will design and implement researched based data team process.</p> <p>We will implement a professional development unit focused on ensuring core instruction includes interventions that support student needs.</p>
		W	From 2009 to 2012 the percent of students overall who scored proficient and above as measured by the TCAP is significantly below state expectations in all content areas.	40% of students will be Proficient in Writing, as measured by the TCAP	50% of students will be Proficient in Writing, as measured by the TCAP	DPS Writing Interims and bi-monthly examination of student writing samples using the CDE rubric.	<p>We will design and implement researched based data team process.</p> <p>We will implement a professional development unit focused on ensuring core instruction includes interventions that support</p>

							student needs.
		S	Suggestion to address this as a focus for 2013-14 or in the future				
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R		MGP will meet or exceed the 50 th percentile.	MGP will meet or exceed the 55 th percentile.		
		M		MGP will meet or exceed the 50 th percentile.	MGP will meet or exceed the 55 th percentile.		
		W		MGP will meet or exceed the 50 th percentile.	MGP will meet or exceed the 55 th percentile.		
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		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 design and implement research based Data Process (Doug Reeves Data Teams and Data Analysis)

- _____ **Root Cause(s) Addressed:** ___ We lack sufficient systems and structures to support students' academic success in all content areas.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Staff will meet in regularly scheduled vertical data teams in addition to horizontally aligned data teams.	September 2012-May 2014	Grade level teachers, Interventionists, Principal, TEC	Doug Reeves Data teams protocol.	Administrator and TEC observations of data teams, data team reflection notes. Every 6-8 weeks we analyze SMART goal results. Weekly, we meet to discuss progress monitoring.	In Progress
Principal will conduct classroom observations with a focus on consistent instructional practices and use of Best Practices	September 2012-May 2014	Principal	LEAP observation framework.	The Administration will conduct monthly observations to each grade level classroom to focus on clear communication of the standards-based, rigorous, and appropriate	In Progress

				learning objective throughout the lesson, and the explicit connection of content activities to the objective, big ideas, essential questions, unit goals, and/or previous learning.	
Special education staff will participate in data teams.	Weekly, September 2012- May 2014	Grade level teachers, Interventionists, Principal, TEC	Doug Reeves Data teams protocol.	Administrator and TEC observations of data teams, data team reflection notes	In Progress
School wide implementation of common writing strategy	September 2012- May 2013	All teachers, Interventionists, TEC, Administration, Teacher Leaders	TEC, Leadership team	Results of SMART goals.	In Progress
Classroom observations focused on LEAP framework, specifically clear communication of the standards-based, rigorous, and appropriate learning objective throughout the lesson, and the explicit connection of content activities to the objective, big ideas, essential questions, unit goals, and/or previous learning.	September 2012-May 2014	TEC, Interventionists, grade level teachers, Principal	LEAP observation framework.	The Administration will conduct monthly observations to each grade level classroom to focus on clear communication of the standards-based, rigorous, and appropriate learning objective throughout the lesson, and the explicit connection of content activities to the objective, big ideas, essential questions, unit goals, and/or previous learning.	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 implement a professional development unit focused on ensuring core instruction includes interventions that support student needs. Progress monitor student growth in writing using teacher generated prompts_____ **Root Cause(s) Addressed:** We lack specific expectations for student success as it relates to Common Core State Standards, including specific grade level standards targets, curriculum objectives and defined assessment proficiency levels.

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)
Implement a system for understanding and recognizing academic excellence	October 1012-May 2013	TEC, Interventionists, grade level teachers, Principal	LEAP observation framework, Leadership team	SGOs and TEC and administrator observations and data collection Beginning with the first SMART goal cycle (9/2012), school wide, we will begin the implementation of a common writing strategy for students to move towards proficiency in their SCR. We track the implementation of the common writing strategy through SMART goal progress and progress monitoring.	In Progress
Classroom observations focused on LEAP framework, specifically clear communication of the standards-based, rigorous, and appropriate learning objective throughout the lesson, and the explicit connection of content activities to the objective, big ideas, essential questions, unit goals, and/or previous learning.	September 2012-May 2014	TEC, Interventionists, grade level teachers, Principal	LEAP observation framework	The Administration will conduct monthly observations to each grade level classroom to focus on clear communication of the standards-based,	In Progress

				rigorous, and appropriate learning objective throughout the lesson, and the explicit connection of content activities to the objective, big ideas, essential questions, unit goals, and/or previous learning	
School-wide participation in PDU: Classroom Interventions that Work	October 2012-May 2013	TEC, Interventionists, grade level teachers, Principal	Approximately \$700 for PD books and PD DVD's	All grade level teachers, interventionists, and the principal will participate in and implement learnings from this PDU. It will help us with specific instructional student needs in our classrooms.	In Progress.

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)

Title I Accountability Provision #1: Parent Involvement/Communication

- School Plan under State Accountability.
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant.

 Title I school wide or targeted assistance requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
<ul style="list-style-type: none"> • Monthly newsletters • PTO communication • Parent education activities 	Once a month	Principal, Assistant Principal	Title 1 parent involvement funds	Monthly meetings recorded
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Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

- School Plan under State Accountability.
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant.

 Title I school wide or targeted assistance requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
<ul style="list-style-type: none"> • Partnership between the school and HR to screen and recruit only highly qualified candidates 	Start of school year, ongoing as needed	HR School administrators	None	February recruiting based on teachers' declaration of intent
<ul style="list-style-type: none"> • Assign mentors to newly hired teachers • Develop a professional development plan that meets the individual needs of the school staff. 	Beginning of the year	Experienced Staff, principal, Assistant Principal, Facilitator, TECs	Professional development funds	<ul style="list-style-type: none"> • Beginning of the year mentors assigned • PD plan developed at the beginning of the year, revisited by the SLT throughout the year based on assessment results.