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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1056 School Name: BROMWELL ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	71.65%	-	-	93.63%	-	-	Overall Rating for Academic Achievement: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	94.9%	-	-	
		W	53.52%	-	-	85.35%	-	-	
		S	47.53%	-	-	81.63%	-	-	
Academic Growth	Median Student Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency **Expectation:** If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	18	-	-	72	-	-	
		M	30	-	-	60	-	-	
		W	28	-	-	47	-	-	
		ELP	-	-	-	-	-	-	

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: Exceeds * 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 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/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.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information
Directions: This section should be completed by the school or district.

Additional Information about the School

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

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

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jody Cohn, Principal
	Email	Jody_Cohn@dpsk12.org
	Phone	720.424.9330
	Mailing Address	2500 E. Fourth Avenue Denver, CO 80206
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.
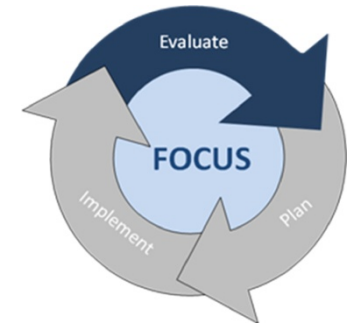
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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)	Overall P/A in writing will improve from 88% to 89%.	Overall P/A in writing was 86%	Our target was to close the gender gap, whereby boys were consistently performing below girls in writing. Goals were exceed in 2010-2011 with boys scoring P/A from 78% to 81%.
	Boys will move from 81% to 85% P/A	Boys P/A in writing was 82%	Although we did see a 1% growth in boys scoring P/A, we were not able to meet our targets for 2011-2012. After analyzing the assessment frameworks, we have determined that writing for a variety of purposes to short constructed and extended responses is an area of need. In addition, we need to progress monitor growth on a continuous basis by analyzing student work and planning additional instructional supports based on data.
Academic Growth			
Academic Growth Gaps			
Post Secondary Readiness			

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.
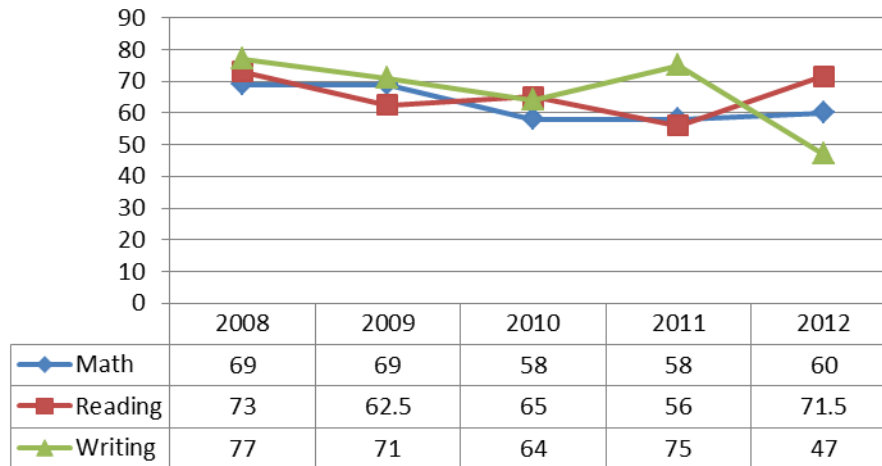
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**Bromwell Overall Status** 		Year	2008	2009	2010	2011	2012
Math	93%	90%	90%	89%	95%
Reading	94%	90%	93%	94%	94%
Writing	82%	86%	83%	88%	86%
Science	92%	73%	73%	71%	82%			
	The percentage of students scoring proficient or advanced in Reading, Math and Writing has remained steady from 2008-2012, with only slight drops or gains from year to year. Students scoring proficient or advanced in Science, decreased significantly from 2008-2009, remained steady from 2009-2011, and then grew significantly with an 11% gain from 2011-2012. All four content areas exceed state and district expectations in status.		

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Writing	2008	2009	2010	2011	2012
Males % P/A	80%	80%	78%	81%	82%
Females % P/A	86%	93%	91%	96%	90%
Difference	6%	13%	13%	15%	12%

Four year trend data from 2008-2012 indicates that girls outperform boys on the TCAP Writing. Beginning in 2011, data indicates that the % of boys scoring P/A is increasing, yet a gap between the genders still continues with girls outperforming boys.

Academic Growth

Overall MGP by Content

	2008	2009	2010	2011	2012
Math	69	69	58	58	60
Reading	73	62.5	65	56	71.5
Writing	77	71	64	75	47

The MGP for TCAP Writing declined from 75 to 47 in 2012 falling below the district expectation and the state median of 50.

We have not consistently taught explicit and rigorous writing strategies across the content areas for a variety of purposes.

The overall MGP in Math, Reading, and Writing has remained fairly constant from 2008-2011, and exceeded the state and district expectation. However, the MGP in Writing dropped significantly from 75 to 47.

Academic Growth Gaps		

2012 Minority MGP

	Non-Minority Math	Minority Math	Non-Minority Reading	Minority Reading	Non-Minority Writing	Minority Writing
2012	59	64	77	66	45	59

	2012 was the first year that Bromwell could report out on Minority MGP's as measured by TCAP. With 17 students, the Minority MGP in Math and Writing is outperforming Non-Minority groups. In Reading, there is a gap with Minority Reading at 66 as compared to Non-Minority at 77, however the MGP for Minority students exceeds district expectations.	
Post Secondary & Workforce Readiness		

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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:

Located in the Cherry Creek North Area, Bromwell is a high achieving school that exceeds district and state expectations in student achievement status. In addition, we have received several other awards for excellence that includes 2008 Blue Ribbon Award, John Irwin School of Excellence, Destination Imagination Teams State and Global Finalist, (First Place Winner in Globals 2012), Three Distinguished Teacher Awards, and Two Distinguished Volunteer Awards.

Our teaching staff is committed to continuous and ongoing professional development. We are currently entering our second year in partnership with the Public Education and Business Coalition (PEBC), which offers on site staff development and creates demonstration teaching labs within the school for the purpose of modeling and coaching explicit instructional strategies. Teachers participate in monthly teaching labs wherein they focus on higher level thinking skills and the application of those skills as demonstrated by students across the content areas. We also are entering our first year with the Adaptive Schools Project, which focuses on the critical elements of professional communities and collective efficacy and shared responsibility for student learning by all.

We have a very active Parent Teacher Association and Collaborative School Committee that supports and gives to our school in every way possible. Involved parents give time, resources and in-kind services that support school improvement goals and create opportunities for celebrations and recognition. Our PTA/CSC adds value to our reputation as a unique learning environment.

Bromwell has an enrollment of 322 students K-5. Fifteen percent of our students are minority combined, 6.3% are English Language Learners, 9.1% are Free/Reduced Lunch, and 8.8% are Special Education. For the past 3 years, Bromwell has exceeded state and district standards as measured by the School Performance Framework (SPF) both in achievement and student growth In 2011-2012, we continued to exceed state and district expectations in Student Achievement Level-Status, but we only met district and state expectations as measured by Student Growth.

In looking at trend data, we focused first on student growth across the content areas, with an emphasis on Writing. The Bromwell community and staff met on numerous occasions to discuss student performance and growth through the following timeline:

➕ CSC (10-3-12) Analyzed overall proficient and advanced by content and grade level.

➕ SLT (10-8-12) Analyzed performance frameworks across the content areas to determine specific strengths and challenges in alignment to the standards.

➕ Staff Meeting (10-10-12) Staff met to discuss the frameworks and the SLT findings.

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- ↓ Data Team Meetings (10-16-12) Grade levels met to discuss results for their specific grade level and implications for instruction.

- ↓ Staff Meeting (10-17-12) Staff summarized findings and action steps for the UIP were agreed upon.

Trend Analysis Findings:

Reading:

Overall performance from 2011-2012 (3-5) remained constant at 94% P/A, with a slight increase in the % of students scoring advance from 15% to 18%. We also saw an increase in the % of males scoring advanced from 8% to 14% and with females, from 23% to 22%.

- ↓ Third grade experienced a drop in the % of students scoring P/A from 98% to 91%.

- ↓ Fourth grade increased in the number of students scoring within the P/A range from 90% to 95%.

- ↓ Fifth grade increased the number of students P/A from 92% to 96.

Math:

Overall performance from 2011-2012 (3-5) indicated an increase in performance from 89% P/A to 95%. A slight increase in the % advanced with males from 62% to 64% and females from 56% to 55%.

- ↓ Third grade remained constant at 95% P/A.

- ↓ Fourth grade increased from 90% to 98% P/A.

- ↓ Fifth grade increased from 82% to 92% P/A.

Writing:

Overall performance from 2011-2012 (3-5) was down by 2% from 88 to 86%. The number of students scoring advanced dropped significantly from 31% to 15%.

- ↓ Third grade dropped from 86% to 84% P/A. Overall students scoring advanced stayed at 18% with 21% males scoring advanced and 15% female.

- ↓ Fourth grade increased from 86% to 87% P/A. Overall students scoring advanced decreased from 33% to 20%, with only 8% of our males scoring advanced and girls at 30%.

- ↓ Fifth grade decreased from 92% to 86% P/A. Overall students scoring in the advanced range decreased from 45% to 6%, with 4% males scoring in advanced and girls at 10%.

- ↓ Overall in third grade from 2008-2012, students have shown consistent improvement from 77% to 84% P/A with the same being true for fourth grade from 83% to 88%.

- Year to year, performance was inconsistent in fifth grade from 2008-2012, with the scores as follows (88%, 96%, 88%, 92% and 86%).

Median Growth Percentile:

Reading:

- Overall MGP in Reading has been consistent over the past three years vranging from (59 to 64) with a significant increase from 60 to 83 in 2011 to 2012.

- Overall MGP in Reading for fifth grade has steadily fallen from 2008 to 2011, ranging from (76 to 51) with an increase from 51 to 61 in 2011-2012.

Math:

- Overall MGP in Math from 2008 to 2011 in fourth grade has fluctuated from 56 to 70 and remained stable from 2011 to 2012 at 69.

- Overall MGP in Math from 2008 to 2011 in fifth grade has steadily decreased ranging from 80 to 51. The MGP continued to decrease from 50 to 49 from 2011 to 2012.

Writing:

- Overall MGP in Writing from 2008 to 2010 in fourth grade has been inconsistent ranging from 77 to 57. The MGP did increase from 72 to 73 from 2011 to 2012.

- Overall MGP in Writing from 2008 to 2011 remained stable from 76 to 77, but dropped significantly from 77 to 35 from 2011 to 2012.

Priority Performance Challenge

Growth: The MGP for TCAP Writing declined from 75 to 47 in 2012 falling below the district expectation and the state median of 50.

Root Cause Analysis

The data analysis identified a need for consistent, explicit and rigorous writing instruction with specific feedback for improvement across the content areas, including opportunities to meet aggressive growth goals.

Together with our SLT, Staff and our CSC, we identified the following possible root causes:

- Lack of vertical articulation and consistent opportunities to write for a variety of purposes across the content areas, including Argument/Opinions, Informational/Explanatory, and Narrative Writing.

- Lack of sustained writing opportunities whereby students self-assess, set writing goals, and make revisions on a regular basis in a pencil and paper format.

- Lack of writing opportunities for students to respond to a prompt in a variety of formats, including: newsletter, book review, letter writing, story-telling and introducing an idea or event.

- Lack of vertical articulation and consistent opportunities to respond to a variety of literature through short constructed responses which require students to use evidence from the text to identify key ideas and details, recognize and describe craft and structure, and integrate knowledge and ideas.

- Lack of formative assessments and progressing monitoring that demonstrate specific growth over time.

Prioritize the root causes:

- We lack a common understanding of the need and value of teaching students to write to a prompt for a variety of purposes.

- We lack a common understanding of a writing trajectory that is aligned vertically for writing conventions and content proficiency.

- We lack a common understanding of how to integrate prompt writing into the curriculum.

- We lack a common understanding of how writing to a prompt can assess student learning, offer direct feedback to students and inform instruction on a daily basis.

The following root cause was agreed upon:
- We have not consistently taught explicit and rigorous writing strategies across the content areas for a variety of purposes.

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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.
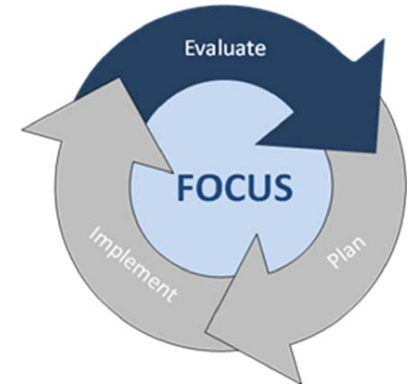
School Target Setting Form

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					
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W	The MGP for TCAP Writing declined from 75 to 47 in 2012 falling below the district expectation and the state median of 50.	To increase the MGP from 47 to 55.	To increase the MGP from 55 to 60.	Performance on the DPS Writing Interim will improve from the Fall Administration to the Spring Administration increasing the % of students scoring P/A at each grade level 2nd grade: 40% to 85% 3rd grade: 64% to 85% 4th grade: 19% to 80% 5th grade: 50% to 88%	To create a common understanding of explicit and rigorous writing instruction aligned to the CCSS, which requires students to write for a variety of purposes, including formative assessments and progress monitoring.
		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.

Priority Performance Challenge: The MGP for TCAP Writing declined from 75 to 47 in 2012 falling below the district expectation and the state median of 50.

Root Cause(s) Addressed: We have not consistently taught explicit and rigorous writing strategies across the content areas for a variety of purposes.

Major Improvement Strategy #1: To create a common understanding of explicit and rigorous writing instruction aligned to the CCSS, which requires students to write for a variety of purposes, including formative assessments and progress monitoring.

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)
Demonstration teaching labs for all teachers modeling explicit and rigorous writing instruction, followed by collaborative conversations and looking at student work.	2012-2014 2x Monthly	Public Education & Business Coalition TLA SLT Classroom Teachers	Title IV	Site Reports will be documented by PEBC staff developer, Kristen Venable. Protocols to analyze the student work will be used in data teams and follow-up conversations using student-centered protocols will be used in grade level meetings.	In Progress

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Professional Development Sessions twice per month to focus on using the Writing Workshop Model to think through Common Core State Standards and applications for instruction.	2012-2013 4X Monthly 2 PD sessions 2 Data Team sessions	PEBC Teacher Leader, Dorsey Davenport Principal, Jody Cohn	CCSS in Writing Student work from the three types of Writing as referenced by the CCSS	Data Team conversations and shared practices that occur 2x per month with the principal and TLA's:	In Progress
Professional Development Sessions that focus on Content Language Objectives in Writing	2012-2014 Monthly	TLA Academies Principal Professional Development Teacher Leaders Principal	School Budget	Content Learning Objectives visible in all classrooms. Students able to identify focus of learning.	In Progress
Identify and teach student mastery of grade level sight words in sentence usage and spelling.	2012-2014	TLA Principal Classroom Teachers	School Budget	Classroom observations Student work scored on rubrics.	In Progress
Teach writing to a prompt and/or task bi-monthly and allow students to self-assess, make revisions and set goals using the rubrics based on CCSS.	2012-2014 Bi-Monthly	PEBC Teacher Leaders Principal All Staff	CCSS Rubric Examples of Proficiency Student work that represents the three types of Writing	Teachers will share and record student results at Data Team Meetings in order to progress monitor, identify areas of growth and determine specific implications for instruction.	In progress
Vertical conversations that give teachers an opportunity to clarify their understanding of the writing trajectory (K-5) and expectations by grade level.	2012-2014 Bi-Monthly	Principal All staff	CCSS Student Work	Notes from Vertical Team Meetings	In progress
Create a vertical articulation of literature response options that hold the readers' thinking and enable demonstration of higher order thinking sklls.	2012-2014	PEBC TLA Principal PD Sessions SLT	Title IV	Reading Response Notebooks in every classroom Principal Observations Monthly Data Team meetings with teachers.	In progress

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