

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1345 School Name: CESAR CHAVEZ ACADEMY DENVER 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?  |
|-------------------------------|---|--|---------------------|--------|----|------------------------|--------|----|--|
| Academic Achievement (Status) | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura<br>Description: % P+A in reading, writing, math and science<br>Expectation: %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data   | R                                      | Elem                | MS     | HS | Elem                   | MS     | HS | Overall Rating for Academic Achievement:<br><b>Approaching</b><br><br>* Consult your School Performance Framework for the ratings for each content area at each level. |
|                               |   |  | 71.65%              | 71.43% | -  | 54.73%                 | 49.63% | -  |  |
|                               |   | M                                      | 70.89%              | 52.48% | -  | 59.59%                 | 28.15% | -  |  |
|                               |   | W                                      | 53.52%              | 57.77% | -  | 45.27%                 | 35.07% | -  |  |
|                               |   | S                                      | 47.53%              | 48%    | -  | 14%                    | 27.78% | -  |  |
| Academic Growth               | Median Student Growth Percentile<br>Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency<br>Expectation: If district met adequate growth: then median SGP is at or above 45.<br>If district did not meet adequate growth: then median SGP is at or above 55. | R                                      | Median Adequate SGP |        |    | Median SGP             |        |    | Overall Rating for Academic Growth:<br><b>Approaching</b><br><br>* Consult your School Performance Framework for the ratings for each content area at each level.      |
|                               |   |  | Elem                | MS     | HS | Elem                   | MS     | HS |  |
|                               |   |  | 45                  | 53     | -  | 52                     | 56     | -  |  |
|                               |   |  | 58                  | 86     | -  | 37                     | 53     | -  |  |
|                               |   |  | 53                  | 72     | -  | 52                     | 47     | -  |  |
|                               |   | ELP                                    | 38                  | -      | -  | 66                     | -      | -  |  |

## 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?  |  |
|--|--|--|---|--|--|
| <b>Academic Growth Gaps</b>                | <b>Median Student Growth Percentile</b><br><b>Description:</b> Growth for reading, writing and math by disaggregated groups.<br><b>Expectation:</b> 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.  | <b>Overall Rating for Growth Gaps:</b><br><b>Meets</b><br>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level. |  |
| <b>Post Secondary/ Workforce Readiness</b> | <b>Graduation Rate</b><br><b>Expectation:</b> 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<br>- using a - year grad rate  | NA   | <b>Overall Rating for Post Secondary Readiness:</b><br><b>NA</b> |
|  | <b>Disaggregated Graduation Rate</b><br><b>Expectation:</b> 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. | NA   |  |
|  | <b>Dropout Rate</b><br><b>Expectation:</b> At or below State average overall.  | NA   | NA  | NA   |  |
|  | <b>Mean ACT Composite Score</b><br><b>Expectation:</b> At or above State average   | NA   | NA  | NA   |  |

### Accountability Status and Requirements for Improvement Plan

| Program   | Identification Process   | Identification for School                      | Directions for Completing Improvement Plan   |
|---|--|--|--|
| <b>State Accountability</b>   |  |  |  |
| 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 is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement 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 in UIP Handbook to ensure that all required elements are captured in the school's plan at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> . Once the plan type for the school has been finalized, this report will be re-populated in December 2012. |
| <b>ESEA and Grant Accountability</b>                                      |  |  |  |
| 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?  | We have not received any grants to support school improvement.    |
| School Support Team or Expedited Review         | Has (or will) the school participated in an SST review or Expedited Review? When?  | We have not participated in an SST review or an Expedited Review. |
| 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. | We have not partnered with an external evaluator.                 |

### Improvement Plan Information

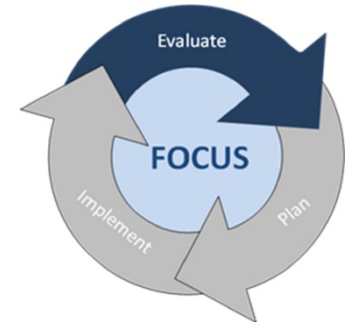
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- ☒ 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  | Kamini Patel, Executive Director/Principal           |
|  | Email           | kpatel@cca-denver.org                                |
|  | Phone           | 303-455-0848   |
|  | Mailing Address | 3752 Tennyson St., Denver, CO 80212                  |
|  |                 |  |
| 2  | Name and Title  | Adam Quintana, Board of Directors President          |
|  | Email           | aquintana@cca-denver.org;adamapqelectric@hotmail.com |
|  | Phone           | 720-732-2244   |
|  | Mailing Address | 3752 Tennyson St., Denver, CO 80212                  |

### 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<br>(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<br>(Status) | R        | Increase the percent of students who are proficient or advanced from 45% to 55%.  | 52% of our students were proficient or advanced. We did not meet the goal, we missed by 3%.   | As we studied our data and curriculum, we discovered that our reading curriculum did not develop independent work skills; which directly impacts a student's ability to perform on TCAP. We also realized that our middle school classes were very large and heterogeneous leading to lower proficiencies in reading.<br><br>In math, our 3-5 grade teachers implemented study island to guide continuous practice and assessment. Middle school students were not making gains in math so we added a |
|                                  | M        | Increase the percent of students who are proficient or advanced from 39% to 43%.  | 43% of our students were proficient or advanced. We did meet the goal.  |   |
|                                  | AYP<br>R | 72% of middle school free and reduced lunch students will score PP, P, or A OR will show a 10% reduction in the percent of students scoring unsatisfactory. | 46% of our middle school FRL students were proficient or advanced. We reduced the percentage of middle school FRL students who scored Unsatisfactory from 25% to 19%. We did not meet the goal, reducing the number of Unsatisfactory students by 4%. |   |
|                                  | AYP      | 72% of all elementary students of each disaggregated group  | 94% of our Hispanic students and our Title  |   |

| Performance Indicators                         |   | Targets for 2011-12 school year<br>(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.   |
|--|---|--|--|---|
|  | M | will be PP, P or A OR will show a 10% reduction in the percent of students scoring unsatisfactory.   | I students scored PP, P or A. 93% of our FRL students scored PP, P or A. 67% of our IEP students were PP, P or A. This was a 3% increase from last year. We met our target in 3 of our 4 disaggregated groups. We missed the target by 5% with our IEP students.   | 2 <sup>nd</sup> full time math teacher and a 2 <sup>nd</sup> math class to the middle school schedule. These changes helped us meet our target in math.<br><br>We implemented SIOP in all content areas and grade levels which greatly impacted our ability to provide adequate support for our Hispanic, Title I and FRL students. This support led to gains in all three of those groups. |
|  | M | 52% of middle school students of each disaggregated group will be PP, P or A OR will show a 10% reduction in the percent of students scoring unsatisfactory. | 66% of our Hispanic students, 68%our Title I students and 64% of our FRL students scored PP, P or A. 50% of our American Indian and 20% of our IEP students were PP, P or A. This was an 8% decrease in the number of U IEP students from last year. We met our target in 3 of our 5 disaggregated groups. We missed the target by 2% with our IEP and American Indian students. We only have 2 American Indian students, so the 50% represents one child. | Our IEP students did not make the gains necessary. Our former IEP team did not provide adequate support to ensure their success and they did not set high expectations for the IEP students. These two factors impacted our IEP students' lack of success.  |
| Academic Growth<br>Median Growth<br>Percentile | R | Student growth percentile will be 50% or SGP will meet OR exceed defined targets.  | Our SGP for elementary was 52% for elementary and 56% for middle school. We did meet our target.   | We met our SGP because the implementation of SIOP, addition of cooperative groups and tutoring provided the support which led to increased student success.<br><br>The addition of a second math class helped MS students meet the MGP math target. Elementary did not meet the MGP Math target because our   |
|  | M | Student growth percentile will be 50% or SGP will meet OR exceed defined targets.  | Our SGP for elementary was 37% for elementary and 52.5% for middle school. We did meet our target in middle school. We missed our target by 13% in elementary.   |   |
| Academic Growth<br>Gaps                        | R | Increase the number of Hispanic students scoring proficient or advanced to 50% OR reduce the percentage scoring unsatisfactory by 5%.                        | Overall, 50% of our Hispanic students scored P or A. We met our target.  |   |

| Performance Indicators   |   | Targets for 2011-12 school year<br>(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.   |
|--------------------------|---|---|--|---|
|                          | M | Increase the number of Hispanic students scoring proficient or advanced to 45% OR reduce the percentage scoring unsatisfactory by 5%. | Overall, 42% of our Hispanic students scored P or A. We missed our target by 3%. In our elementary school 57% of our students scores P or A. In our middle school 26% scored P or A. In our middle school 34% of our Hispanic students scored U, this is a 6% decrease from last year. Overall, we did decrease the percentage of students who are Unsatisfactory. | former schedule did not allow adequate time for all the facets of math instruction.<br><br>Our Hispanic students met their target in reading but missed it by 3% in math. The increase was largely due to the implementation of SIOP, increased interaction, vocabulary instruction with visuals and kinesthetic actions. |
| Post Secondary Readiness |   | NA  | NA   | Although we did not meet our target in math, we did make gains in math with our Hispanic students.  |



## 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<br>(3 years of past state and local data)  |         |         |         | Priority Performance Challenges  | Root Causes   |
|----------------------------------|--|---------|---------|---------|--|---|
| Academic Achievement<br>(Status) | Overall, CCA Denver is making good progress in our Academic Achievement. We have increased our percentage of P/A students in all but one area from last year's scores and in all but one area when compared to the 2009-10 scores. |         |         |         | Continue to hire and retain quality teachers so that our teacher retention rate is high, but also that we only retain top quality teachers.  | Lack of quality feedback for teachers, combined with inexperienced teachers led to a lack of consistent, quality instruction across all grades and content areas. With the implementation of effective teacher evaluations, the majority of our teachers were able to grow professionally. This professional development has helped increase the amount of effective instruction school wide. With the increase of accountability, it also became apparent that several teachers were not performing consistently with the quality necessary to ensure student success. Those teachers were non-renewed so that we can build a quality staff with the skills and techniques necessary to grow our school. |
|                                  |  | 2009-10 | 2010-11 | 2011-12 |  |   |
|                                  | <b>Reading</b>   |         |         |         | We still have a high number of students who are not proficient. Our areas of greatest need at this time are middle school math and elementary science. In addition to these critical areas, we need to increase our percentage of proficient students in | Our school schedule provided limited time for teachers utilize data to drive instruction. This lack of data driven instruction has impacted our ability to ensure the success of all students.  |
|                                  | Elementary   | 51%     | 48.6%   | 55%     |  |   |
|                                  | Middle   | 48%     | 43.5%   | 49%     |  |   |
|                                  | <b>Math</b>  |         |         |         |  |   |
|                                  | Elementary   | 60%     | 57.4%   | 59%     |  |   |
|                                  | Middle   | 24%     | 22.0%   | 28%     |  |   |
|                                  | <b>Writing</b>   |         |         |         |  |   |
|                                  | Elementary   | 43%     | 39.9%   | 45%     |  |   |
|                                  | Middle   | 32%     | 36.3%   | 35%     |  |   |
|                                  | <b>Science</b>   |         |         |         |  |   |
|                                  | Elementary   | 13%     | 16.7%   | 16%     |  |   |
|                                  | Middle   | 23%     | 15.0%   | 28%     |  |   |



| Performance Indicators | Description of Notable Trends<br>(3 years of past state and local data)  |         |         |         | Priority Performance Challenges  | Root Causes  |
|------------------------|--|---------|---------|---------|--|--|
|                        |  |         |         |         | all areas.   |  |
| Academic Growth        | We are consistently making approximately 1 years growth each year. Overall, we have shown increases in our SGP in all areas except writing. Our writing SGP falls in the one year's growth range though. |         |         |         | One year's growth is not adequate for our population. We need more than a year's growth to help our students reach grade level.  | Lack of adequate time and training to examine data has also contributed to the limited growth of our students. Without the knowledge and time to evaluate data, teachers are not able to customize learning in order to maximize growth for all students.  |
|                        |  | 2009-10 | 2010-11 | 2011-12 | Although our school averages are in the 35-65 range, our elementary math growth and our middle school writing growth are below average.  | As a new school focused on building our enrollment numbers, we add a large number of new students each year. The new students come with a wide range of skills and prior educational experiences. Each year, we must "start over" with a large number of our new students which increases the spread of ability levels within a grade.   |
| Academic Growth Gaps   | Reading  | 48%     | 47%     | 55%     | Overall, our ELL Subgroup and our Hispanic Subgroup outperform or perform within the same statistical growth range as our general population. Our FRL population's growth scores are statistically below the growth scores of our overall population in elementary writing, as well as in middle | Lack of adequate time and training to examine data has contributed to the limited growth of our students, and this is especially true for our FRL students. Teachers have not had the time or training to examine data in order to make targeted decisions for all students, especially those in our disaggregated groups.<br><br>The lack of differentiation has also affected the growth of our economically disadvantaged students. |
|                        | Math   | 34%     | 34%     | 45%     |  |  |
|                        | Writing  | 51%     | 50%     | 48%     |  |  |
|                        | 2012 Total School Growth   | 52      | 37      | 52      |  |  |
|                        | ELL Subgroup Growth  | 51      | 37      | 47      |  |  |
|                        | FRL Subgroup Growth  | 63      | 40      | 60      |  |  |
|                        | Hispanic Sub-group Growth  | 53      | 37      | 48      |  |  |
|                        | 2012 Total School Growth   | 56      | 53      | 47      |  |  |
|                        | ELL Subgroup   |         |         |         |  |  |

| Performance Indicators               | Description of Notable Trends<br>(3 years of past state and local data) |    |    |    | Priority Performance Challenges | Root Causes |
|--------------------------------------|---|----|----|----|---------------------------------|-------------|
|                                      | Growth  | 45 | 45 | 47 | school reading and math.        |             |
|                                      | FRL Subgroup Growth   | 56 | 59 | 48 |                                 |             |
|                                      | Hispanic Sub-group Growth   | 56 | 53 | 47 |                                 |             |
| Post Secondary & Workforce Readiness | NA  |    |    |    | NA                              | NA          |
|                                      | NA  |    |    |    | NA                              | NA          |

## 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

|  |   |  |  |  |
|--|---|--|--|--|
| <b>Description of School Setting and Process for Data Analysis:</b> 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). | <b>Review Current Performance:</b> 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. | <b>Trend Analysis:</b> 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. | <b>Priority Performance Challenges:</b> 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. | <b>Root Cause Analysis</b> 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 Setting and Process for Data Analysis:**

César Chávez Academy Denver (CCAD) is a public charter school in North Denver. We opened our doors as a K-8 Charter School serving Denver's Northwest Community. Currently, 85% of our population is Hispanic and 83% of our students qualify for free and reduced lunch. In addition, 1/3 of our school population is ELL. Our total enrollment has increased each year since we opened in 2009. We opened with 316.4 FPC, 332 actual students and now have 425.46 FPC and 441 actual students. Our staff met to examine our SPF and we discussed our school's priority challenges. In addition, our Board of Directors examined the data and discussed the priority challenges. Those conversations are the foundation of our 12-13 UIP.

**Review Current Performance:**

CCAD was rated as Accredited on Watch on the 2010 SPF, earning 48% of the possible points, Accredited on Priority Watch in 2011, earning 42% of the possible points, Accredited on Priority Watch in 2012, earning 38% of the possible points. The areas where we did not meet expectations as an elementary school are: Growth Percentile in Math and Writing, which impacts our growth comparison to other schools as well as our continuously enrolled growth. We currently do not meet expectations with our minority subgroup and FRL subgroup growth in the elementary school. We were approaching or met all status expectations in our elementary school, with the exception of 5<sup>th</sup> grade science status. The areas where we did not meet expectations in our middle school are: growth in math and writing as it relates to keep up growth, catch up growth and continuously enrolled growth. We also did not meet expectations in our CELA growth in middle school, due to misadministration errors that prevented a class from being scored. In our middle school, we did not meet state expectations for status in math and science. We also did not meet expectations for status in ELL subgroup, FRL subgroup and minority subgroup and the expectation for percentage of advanced students.

In spite of the areas where we did not meet expectations with the two-year rubric, we did grow in a significant number of areas. When you examine the 2012 SPF data alone, we achieved all of the possible points in 7 elementary areas and 2 middle school areas. We increased the number of points received enough to earn credit for our growth in 4 elementary areas and 2 middle school areas. We increased our points earned, but not enough to receive credit with the two year rubric in 11 elementary areas and 12 middle school areas. We did earn the same number of points for two years in 9 elementary areas and 11 middle school areas. We only decreased the number of earned points in 4 elementary areas and 4 middle school areas, which is less than 10% of the possible points in each level.

We are proud of the improvement in the number of points earned, but recognize the areas where we need to improve in order to receive credit for our growth. It is incredibly important for us to increase our SGP in all areas, but especially math and writing. As we increase our SGP, our subgroups and our continuously enrolled students will show growth as well. In addition, the increase in

our SGP will positively impact our keep up and catch up growth.

**Trend Analysis:**

| TCAP STATUS    | 2009-10 | 2010-11 | 2011-12 | Overall, we have increased the percentage of students who are proficient or advanced from our first year until now in all subjects except elementary math. We did have a slight dip in almost all areas during our second year. |
|----------------|---------|---------|---------|---|
| <b>Reading</b> |         |         |         |   |
| Elementary     | 51%     | 48.6%   | 55%     |   |
| Middle School  | 48%     | 43.5%   | 49%     |   |
| <b>Math</b>    |         |         |         |   |
| Elementary     | 60%     | 57.4%   | 59%     |   |
| Middle         | 24%     | 22%     | 28%     |   |
| <b>Writing</b> |         |         |         |   |
| Elementary     | 43%     | 39.9%   | 45%     |   |
| Middle         | 32%     | 36.3%   | 35%     |   |
| <b>Science</b> |         |         |         |   |
| Elementary     | 13%     | 16.7%   | 16%     |   |
| Middle         | 23%     | 15%     | 28%     |   |

| TCAP Growth | 2009-10 | 2010-11 | 2011-12 | Overall, our SGP grew in reading and math. Our writing SGP decreased by 3% over the course of the three years. |
|-------------|---------|---------|---------|--|
| Reading     | 48%     | 47%     | 55%     |  |
| Math        | 34%     | 34%     | 45%     |  |
| Writing     | 51%     | 50%     | 48%     |  |

| TCAP Status Disaggregated Groups |                   | 2009-10  | 2010-11 | 2011-12 | Overall, we have increased the percentage of students in our disaggregated groups who are proficient or advanced from our first year until now in all groups except our Special Education Students. We did have a slight dip in almost all areas during our second year. |
|----------------------------------|-------------------|----------|---------|---------|--|
| Reading                          | Minority Students | No data  | 43%     | 50%     |  |
|                                  | ELL Students      | 22%      | 20%     | 29%     |  |
|                                  | FRL Students      | 47%      | 45%     | 49%     |  |
|                                  | Special Education | 12%      | 5%      | 9%      |  |
| Math                             | Minority Students | No data* | 38%     | 42%     |  |
|                                  | ELL Students      | 32%      | 26%     | 34%     |  |
|                                  | FRL Students      | 41%      | 39%     | 42%     |  |
|                                  | Special Education | 12%      | 27%     | 14%     |  |

Looking at our trends, it is clear we are moving in a positive direction. Overwhelmingly, we are moving up in status and growth. We have made changes to our staff, curriculum and our staff development, especially our training in SIOP. These changes are the main factors in the upward trend we are experiencing.

**Priority Performance Challenges:**

Based on our data and our trend analysis we have identified five priority performance challenges:

1. Elementary Math median SGP must increase. It is critical that we increase our elementary math median SGP to a minimum of 50%, but ideally 65%. At 50%, we will show an increase but will not receive credit on a two year rubric. If we achieve 65%, we will show growth and receive credit. Currently our elementary median math SGP is 37%. As we increase our overall math SGP, our keep up growth, catch up growth and continuously enrolled growth will also increase.
2. Middle School Writing median SGP must increase. It is critical that we increase our middle school writing median SGP to a minimum of 50%, but ideally 65%. At 50%, we will show an increase but will not receive credit on a two year rubric. If we achieve 65%, we will show growth and receive credit. Currently our middle school writing SGP is 47%. As we increase our overall math SGP, our keep up growth, catch up growth and continuously enrolled growth will also increase.
3. Middle School Math Status must increase. It is critical that we increase the percentage of our students in middle school who are scoring proficient or advanced in math to at least 40%. Currently only 28% of our middle school students are proficient or advanced. If we reach 40%, we will meet the benchmark.
4. We must decrease the growth gap for FRL students in middle school reading and math. Currently our FRL subgroup growth is 9% below our whole group growth in reading and 8% below our whole group growth in math.
5. The percentage of Special Education students scoring proficient or advanced must increase. Currently, well below 20% of our Special Education students are scoring proficient or advanced. Our goal is that we would increase the percentage of Special Education students scoring proficient or advanced by 11% each year for the next 3 years. This increase will bring us to 42% proficient or advanced in reading and 47% proficient or advanced in math.

**Root Cause Analysis:**

1. The most significant root cause affecting the first four Priority Performance Challenges is the lack of time and training devoted to data analysis. Prior to the very end of last year, there was very little training for teachers in how to analyze data and utilize this data to inform and drive instruction. Without implementing data driven instruction, teachers are not equipped to provide the focused instruction needed to grow students and help them achieve at a higher level in all subjects.
2. A second root cause that also affects all Priority Performance Challenges is the lack of differentiated instruction provided to students. When all students receive the same instruction, advanced students are not challenged and do not perform at an advanced level. At the same time, struggling students are not able to master concepts and skills in order to grow and perform at increasingly higher levels. With solid differentiation, all students can grow and achieve more effectively.
3. A third root cause that affects math achievement and growth is the lack of adequate time for the level of instruction needed to bring students to proficient levels. One 50 minute math period in middle school was not sufficient to build skills, remediate and introduce new skills and topics. In the elementary school, instructional time was lost as elementary students traveled between classrooms for math instruction.
4. The root cause for Priority Performance Challenge #5 is the former delivery model of Special Education support. The lack of high expectations impacted the growth of our Special Education students which also prevented them from gaining proficiency. In addition, the model of pull out support did not provide adequate exposure to grade level content.

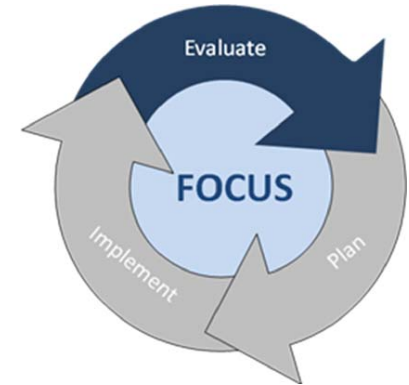
## Section IV: Action Plan(s)

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   | Middle School Math Status must increase. Currently only 28% of our middle school students are proficient or advanced. | 40%                        | 47%     | NWEA MAPS Quarterly Assessments<br>AIMSWEB for struggling students                  | Professional development related to data analysis.<br>Restructuring of middle school schedule to include two math classes.                                |
|                               |  | W   |   |                            |         |   |   |
|                               |  | S   |   |                            |         |   |   |
| Academic Growth               | Median Student Growth Percentile (TCAP/CSAP & CELApro) | R   |   |                            |         |   |   |
|                               |  | M   | Elementary Math median SGP must increase. . Currently our elementary median math SGP is 37%.                          | 51%                        | 58%     | NWEA MAPS Quarterly Assessments<br>AIMSWEB for struggling students                  | Professional development related to data analysis.<br>Restructuring of elementary schedule to provide self-contained classrooms in all elementary grades. |
|                               |  | W   | Middle School Writing median SGP must increase. Currently our middle school writing SGP is 47%.                       | 53%                        | 59%     | NWEA MAPS Quarterly Assessments<br>Teacher monitoring and use of school wide rubric | Professional development related to data analysis.<br>Development of Quality Instructional Staff  |
|                               |  | ELP |   |                            |         |   |   |
| Academic Growth Gaps          | Median Student Growth Percentile                       | R   | Increase the median SGP for our FRL students in order to reduce the current 9% gap.                                   | 51%                        | 57%     | NWEA MAPS Quarterly Assessments<br>DIBELS progress monitoring                       | Professional development related to data analysis.<br>Restructuring of elementary schedule to provide self-contained                                      |



|   |                         |   |   |     |     |  |   |
|---|-------------------------|---|---|-----|-----|--|---|
|   |                         |   |   |     |     |  | classrooms in all elementary grades and restructuring of the middle school schedule to provide smaller reading classes for all students.  |
|   |                         | M | Increase the median SGP for our FRL students in order to reduce the current 8% gap. | 51% | 57% | NWEA MAPS Quarterly Assessments<br>AIMSWEB for struggling students | Professional development related to data analysis.<br>Restructuring of middle school schedule to include two math classes and restructuring of elementary schedule to provide self-contained classrooms in all elementary grades. |
|   |                         | W | Increase the median SGP for our ELL students to keep the gap from growing.          | 51% | 58% | NWEA MAPS Quarterly Assessments<br>AIMSWEB for struggling students | Professional development related to data analysis.  |
| Post<br>Secondary &<br>Workforce<br>Readiness | Graduation Rate         |   | NA  | NA  | NA  | NA   | NA  |
|   | Disaggregated Grad Rate |   | NA  | NA  | NA  | NA   | NA  |
|   | Dropout Rate            |   | NA  | NA  | NA  | NA   | NA  |
|   | Mean ACT                |   | NA  | NA  | NA  | NA   | NA  |

### 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:** Increase Time and Training on Data Analysis to Inform Instruction (use of early release days) and training devoted to data analysis and #2 Lack of differentiated instruction in the classroom

**Root Cause(s) Addressed:** #1 Lack of time

**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<br>(2012-13 and 2013-2014) | Key Personnel*   | Resources<br>(Amount and Source: federal, state, and/or local)          | Implementation Benchmarks  | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|-------------------------------------|--|---|--|--|
| 1. Professional development on data analysis related to TCAP, NWEA MAPS, DIBELS, AIMSWEB and DRA2. Professional development will include strategies for utilizing data to make instructional decisions. | 2012-2014                           | Rtl Coordinator- Mary Ann Mahoney<br><br>All teachers and interventionists | NWEA- \$6,000<br><br>AIMSWEB- \$2,640<br><br>Alpine Achievement- \$3539 | Early Release Days (1 <sup>st</sup> and 3 <sup>rd</sup> Wednesdays)<br><br>Individual Professional Growth Plans (SMART Goals)<br><br>Instructional Changes based on quarterly data | In progress  |
| 2. Team time to analyze data and make instructional decisions.  | 2012-2014                           | Rtl Coordinator- Mary Ann Mahoney<br><br>All teachers and interventionists | See above   | Early Release Days (1 <sup>st</sup> and 3 <sup>rd</sup> Wednesdays)<br><br>Individual Professional Growth Plans (SMART Goals)<br><br>Instructional Changes based on quarterly data | In progress  |
| 3. Professional development on differentiated instruction. During some early release  | 2012-2014                           | Academic Instruction Coordinator- Pam                                      | Study Island (3-5), Math Triumphs, Math Connects                        | Leveled reading groups adjusted quarterly  | In progress  |

|  |  |   |                          |   |  |
|--|--|---|--------------------------|---|--|
| days, teachers will receive PD on differentiated instruction from their peers or from school administration. On occasion, a person may be brought in to address specific issues or professional development needs. |  | Kelly<br><br>All teachers and interventionists. | differentiated resources | Individual Professional Growth Plans<br><br>Administrative Observation Feedback |  |
|--|--|---|--------------------------|---|--|

\* 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: Change schedules and class groupings Root Cause(s) Addressed: #3 Lack of adequate time for the level of instruction needed to bring students to proficient levels and #4 Change in delivery model for special education.

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<br>(2012-13 and 2013-2014) | Key Personnel*                      | Resources<br>(Amount and Source: federal, state, and/or local) | Implementation Benchmarks              | Status of Action Step* (e.g., completed, in progress, not begun) |
|--|-------------------------------------|-------------------------------------|--|--|--|
| 1. Changing the middle school schedule to include two sessions of math for each student. Each middle school student has two 50 minute sessions of math per day with the same teacher.  | Spring 2012 and ongoing             | Middle school math teachers         | NA   | Quarterly MAPS data<br>TCAP data       | Completed  |
| 2. Change in middle school reading structure. Middle school students are grouped by level into a grade level reading class or a remedial reading class. Both classes are small in size (20 or less in grade level reading and 15 or less in remedial reading).                                       | Fall 2012 and ongoing               | Middle school reading teachers      | NA   | Quarterly MAPS data<br>TCAP data       | Completed  |
| 3. Change in elementary schedule so that all elementary classrooms are self-contained. In the past each elementary grade had one teacher who taught math and science and one teacher who taught language arts and history. Instructional time was lost as students transitioned from class to class. | Fall 2012 and ongoing.              | Elementary teachers                 | NA   | Quarterly MAPS data<br>TCAP data (3-5) | Completed  |
| 4. Change in reading scheduling and instruction in grades 2-5. In the past, all students were leveled and received instruction from a teacher at their reading level. With students spread throughout the school, classroom teachers did not have  | Fall 2012 and ongoing.              | Second through fifth grade teachers | NA   | Quarterly MAPS data<br>TCAP data (3-5) | Completed  |

|   |                       |   |    |  |           |
|---|-----------------------|---|----|--|-----------|
| adequate experience with their own students as readers. Starting this fall, 2 <sup>nd</sup> through 5 <sup>th</sup> grade students receive reading instruction from their homeroom teacher in ability leveled groups.   |                       |   |    |  |           |
| 5. Change in school wide special education schedule and caseloads. Each special education teacher has all students in a grade in order to serve their needs more effectively and efficiently. Middle school student schedules were built around the special education schedule. | Fall 2012 and ongoing | Special education teachers and all classroom teachers | NA | Quarterly MAPS data<br><br>TCAP data (3-5) | Completed |

Major Improvement Strategy #3: Developing and Maintaining Quality Instructional Staff Delivery of Special Education instruction.

Root Cause(s) Addressed: #2 Lack of differentiation in classrooms and #4

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<br>(2012-13 and 2013-2014) | Key Personnel*  | Resources<br>(Amount and Source: federal, state, and/or local)   | Implementation Benchmarks  | Status of Action Step* (e.g., completed, in progress, not begun) |
|--|-------------------------------------|---|--|--|--|
| Implementation of the LEAP Observation Tool- We are using selected components of the LEAP Observation Tool to suit our purposes. | 2011-2013                           | Executive Director- Kamini Patel<br>Academic Instruction Coordinator- Pam Kelly<br>Teaching Staff | \$25,000 of Title I money will be used to pay for ½ of the Academic Instruction Coordinator to perform the observation and feedback duties necessary.  | Use of evaluation process to provide instructional staff with bi-annual feedback on performance and assessment data and track number of evaluation and informal weekly walkthroughs completed. | In progress  |
| Pull Out Instruction/Push In Instruction   | 2011-2013                           | Reading Coordinator/<br>Tutors  | \$217,000 of Title I Funds is used to fund the .34 of the Reading Coordinators position, 3.5 reading tutors, ½ of 2 regular reading teachers, and 2 math tutors.   | Use of MAPS data to determine students who would benefit from tutoring.  | In progress  |
| Teacher Pay  | 2010-2015                           | Board of Directors  | The Board of Directors initially realigned salary schedules in 2010-11. The Board of Directors will continue to evaluate the salary schedule to be more competitive with surrounding school districts using PPR. | Revised Salary Schedule  | 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)