

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1528 School Name: CHELTENHAM ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	-	-	34.02%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	31.79%	-	-	
		W	53.52%	-	-	23.59%	-	-	
		S	47.53%	-	-	9.38%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	65	-	-	54	-	-	
		M	81	-	-	56	-	-	
		W	71	-	-	58	-	-	
ELP	42	-	-	38	-	-			

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;">Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Improvement	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: http://www.cde.state.co.us/uiip/UIIP_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).	Improvement Support Partnership Grantee (2012)	In addition to the general requirements, the school is expected to align activities funded through the grant with overall school improvement efforts in the UIP. All grant activities must be included in the action steps of the action plan (e.g., activity, resources). The plan is due April 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uiip/UIIP_TrainingAndSupport_Resources.asp .

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	SST Review Jan. 2007, CO SST Revisit April 2009, Expedited Review April 2010, SQR May 2011
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.	SST Review Jan. 2007' School Review- Cambridge 2011

Improvement Plan Information

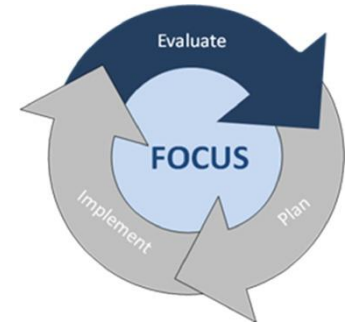
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Art Kerkezian, Principal
	Email	Art_Kerkezian@dpsk12.org
	Phone	720-424-8810
	Mailing Address	1580 Julian St. Denver CO 80204
2	Name and Title	Renee Cisneros, Assistant Principal
	Email	Renee_Cisneros@dpsk12.org
	Phone	720-424-8810
	Mailing Address	1580 Julian St. Denver CO 80204

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.*

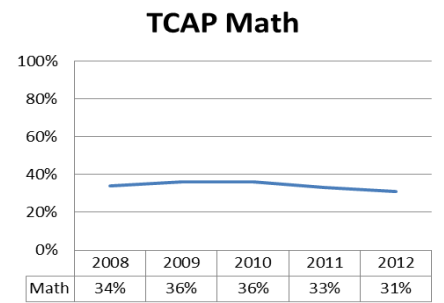
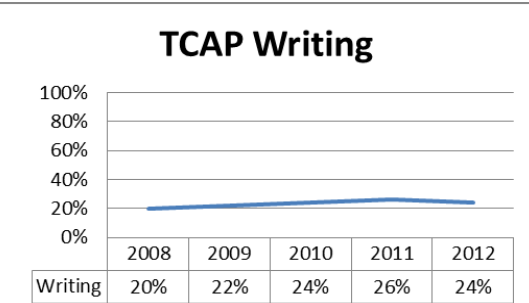
Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Overall Proficiency on CSAP Reading will increase from 35% to 41% by 2012.	No We were below target by 7%.	2011-12 was a year of transitions as far as curricular implementation and school culture. We had previously identified the root cause to be a systems issue with a lack of clear curriculum understanding, implementation, uniform best practices for instruction, and effective use of data to progress monitor and modify instruction.
	Overall Proficiency on CSAP Math will increase from 33% to 40% by 2012.	No. We were below target by 8%	
	Overall Proficiency on CSAP Writing will increase from 26% to 29%	No. We were below target by 5%	
	Overall Proficiency on CSAP Science will increase from 7% to 16% by 2012. by 2012.	No. We were below target by 7%	
Academic Growth	Reading Median Student Growth Percentile from 44% to 54%.	Yes. We did meet the target of 54%	

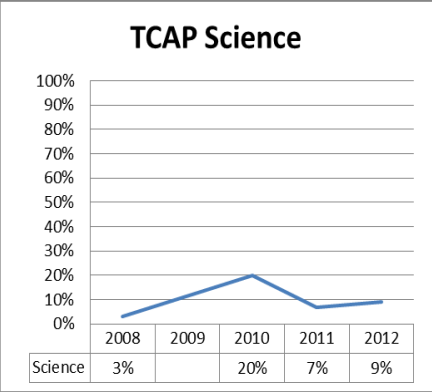
Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	Math Reading Median Student Growth Percentile from 52% to 63%.	No. We were below target by 7%	
	Writing Median Student Growth Percentile from 46% to 55%.	Yes. We exceeded the target by 3%.	
Academic Growth Gaps			
Post Secondary Readiness			

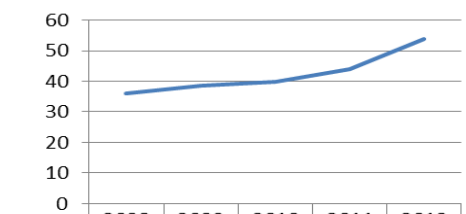
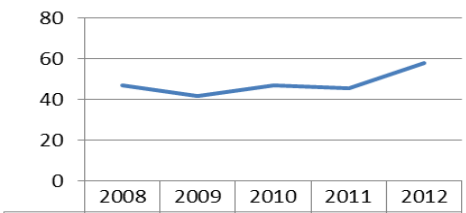
Worksheet #2: Data Analysis

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)	<div style="text-align: center;"> <table border="1" style="margin: 10px 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>Reading</td> <td>29%</td> <td>28%</td> <td>36%</td> <td>35%</td> <td>34%</td> </tr> </tbody> </table> </div> <p>The percentage of students overall at Cheltenham scoring proficient and advanced on TCAP reading between 2008-2012 has been 29%, 25%, 36%, 35%, 34% resulting in a slight downward trend and is below the state expectation of 72%.</p>		2008	2009	2010	2011	2012	Reading	29%	28%	36%	35%	34%	<p>Between 2008 and 2012 the percentage of students overall at Cheltenham scoring proficient and advanced on TCAP reading, writing, math and science has been significantly below state expectations</p> <p>Reading 29%, 28%, 36%, 35%, 34% (72%). Math 29%, 25%, 36%, 35%, 34% (72%). Writing 20%, 22%, 24%, 26%, 24% (54%). Science 0%, 0%, 15%, 7%, 9% (48%).</p>	<ul style="list-style-type: none"> • Lack of consistent implementation of the District curriculum • Lack of effective, rigorous, and engaging instruction • Lack in use of formative assessments to monitor, adjust, and differentiate daily instruction.
	2008	2009	2010	2011	2012										
Reading	29%	28%	36%	35%	34%										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
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	2008	2009	2010	2011	2012																						
Math	34%	36%	36%	33%	31%																						
	2008	2009	2010	2011	2012																						
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p>expectation of 54%.</p> <div style="text-align: center;">  <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>Science</td> <td>3%</td> <td>0%</td> <td>20%</td> <td>7%</td> <td>9%</td> </tr> </tbody> </table> </div> <p>The percentage of students overall at Cheltenham scoring proficient and advanced on TCAP Science between 2008-2012 has been 0%, 0%, 15%, 7%, 9% resulting in downward trend and is well below the state expectation of 48%.</p>		2008	2009	2010	2011	2012	Science	3%	0%	20%	7%	9%		
	2008	2009	2010	2011	2012										
Science	3%	0%	20%	7%	9%										
Academic Growth		<p>Between 2008 and 2012 the MGP of students overall on TCAP reading has been 38, 39, 40, 44, 54 (65). Writing 48, 42, 47, 46, 58 (71) and Math 52, 41, 47, 52, 56 (71). All well below the</p>	<p>Lack of consistent implementation of the District curriculum Lack of effective, rigorous, and engaging instruction Lack in use of formative assessments to monitor, adjust, and differentiate daily instruction.</p>												

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
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	2008	2009	2010	2011	2012																						
Reading	36	38.5	40	44	54																						
	2008	2009	2010	2011	2012																						
Writing	47	42	47	45.5	58																						

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	2008	2009	2010	2011	2012										
Math	51	41	47	51.5	55.5										
Academic Growth Gaps	<p>Because the ESL and FRL subgroup median growth percentiles at Cheltenham are 47% and 47%: Reading, 51% and 51%: Writing, 50% and 48%: Writing, we feel low achievement across all content areas is a schoolwide issue rather than an issue of any respective disaggregate group.</p>														

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Post Secondary & Workforce Readiness	N/A		

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

<p>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).</p>		<p>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.</p>		<p>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.</p>		<p>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.</p>		<p>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.</p>
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Narrative: We believe that the low student achievement of the students at Cheltenham Elementary is due to a breakdown in major systems within the school. We believe there is a lack of horizontal and vertical alignment of the curriculum, a lack of rigor in the instruction that is delivered and missing formative assessment processes. The staff of Cheltenham, along with District personnel, has undergone a rigorous process to present this hypothesis for the root cause.

2012-13 Narrative:

We continue to believe that the lack of clear curriculum scope and sequence, grade level expectations, embedded best practices for instruction and data use for the curriculum is still the root cause of the low status performance of students at Cheltenham. The Data Narrative section includes our past narrative to build background knowledge for the reader and a sense of the long range visioning, planning and implementation of our plan to address the identified root cause. The narrative continues with the events and activity during the 2011-12 school year, the first year of the UIP with this established root cause. We are in our second year of implementation of addressing this root cause. Updated information is included in the last column of our staff's review and recommendation based on the school review that took place in the Spring of 2011.

Reviewing the growth and status data with SLT, staff and parents, we saw that the growth percentiles increased showing that students at all levels were making growth. We also found that the number of students who scored at the proficient level went down slightly after mix trends for reading, writing, and math. Science is the only area where the trend reversed itself and gained two points. Our greatest performance challenge is that student performance is still below that of state expectations. Referring back to the Cambridge Review, we continue to believe that the low performance of our students is the lack of consistency of implementing district curriculum, with an eye on the standards that are the basis of the curricular genre studies, poor use of data to inform and drive instructional decisions and the way in which instruction is delivered. There is a need for clear instructional objectives with comprehensive checks for understandings. The instruction that is being provided is highly scaffolded for students during instruction, with the end goal of getting to the correct answer rather than identifying the thinking and rational behind the answer. When students are assessed through standardized tests with no scaffold or support, students are unable to apply thinking, skills and knowledge in an independent setting.

The turn in last years scores are attributed to making major shifts in the way curriculum was implemented and data was used. As the DPS planning guide was implemented, there was a learning curve by staff members as to how to understand and use the literacy guide. Writing Alive program was discontinued because it provided too narrow a focus for writing. Writer's workshop, the District instructional model was implemented and teachers struggled to understand what and how writing should be taught. The data team process was also one of transitions last year. While the use of data did result in the growth of our students, that growth was not at a rate that yielded results expected by the state. Three variations of data team structures were used with little success, either because they did not yield the type of information most useable for driving instructional purposes or they were too cumbersome for teachers to use effectively. The data team process settled upon around February of 2012 was one that came from the Teacher Leaders learned through the district PCK trainings and the data strand. This format was received well by teachers and provided them with instructional next steps by reviewing student work samples- exit tickets, writing prompts, work samples. This process is the one that will be carried into the 2012-13 school year, with reading intervention data reviewed every six to eight weeks.

Teachers were brought in one week earlier than the start of the regular DPS calendar for training on the implementation of the Common Core Standards and grade level curriculum mapping and unit planning. Teachers developed a year at a glance curriculum map based on DPS Literacy Pacing and Planning Guides for Reading and Writing. Genre units were aligned to the district pacing calendar and Science and Social Studies topics were integrated to provide students with increased opportunity to gain background knowledge in science and social studies using other content areas, blending the four areas together. Grade levels then identified units that align with the Common Core Standards and visa versa and created targets within each unit to be able to identify mastery and proficiency levels of CC standards 2-9 for Informational Text, Narrative Text, Foundational Skills and Writing Skills. Teachers received half or full day planning time with their grade levels throughout the year to plan up coming units of studies, identifying targeted skills, writing topics and skills, assessment methods and activities. The extra week, release time, and subs were paid for using funding identified in the ISP Grant.

While objective based teaching has been implemented across the building, the quality of instruction varies greatly. Objectives range from complete objectives that contain both language form and function, with scaffold support for ELLs to objectives that activities and not actual objectives. Upon clear objectives, checking for understanding of the daily objective is lacking or inconsistent. A focus on content and language objective has been the topic of our professional development for February through April. The PD was provided by our Teacher Effectiveness Coach and followed the I do, We do, You do model where CLO were modeled and deconstructed for understanding, the group created several CLO together looking at Reading, Writing and Math as various content areas for focus. Grade level teams then came up their own CLOs based on what was happening in their classrooms currently. Teachers receive feedback about their CLOs using the LEAP Framework, Indicator I1.

During the 2011-12 school year, instructional practices underwent transformation. The way in which we looked at our data was cumulative over the entire year. Our data team design and practices changed multiple times as we worked to uncover a system and practice that yielded us results. PD development centered around the LEAP School Focus area *High Impact Moves* and the implementation of the DPS Pacing and Planning guide which is the district mandated Literacy curriculum. Feedback from teachers, staff, and parents was solicited throughout the year through various forums and structures. Collaborative School Committee was involved in the data discussions and planning of our goals for this document. Parent feedback was solicited through two parent meetings held in the spring to discuss school direction and budget considerations. CSC will continue to monitor the progress of UIP implementation benchmarks.

PD development centered around the LEAP School Focus area *High Impact Moves*, which includes using questioning effectively, checking for understanding. We also focused on content objectives; what are they, how should they be used to drive your instruction, and how to monitor student learning. During our early release time of PD, our grade level teams spent half of the time planning using the DPS planning guides and writing grade level objectives of the following week's grade level reading instruction. Step A was used with our math curriculum to identify the central idea and key teaching points for each unit, as well as setting a SMART goal, during our data team process

As data usage to drive our instruction was a major improvement strategy, the implementation of a monthly progress monitoring sheet for each of the major content areas; reading, writing, and math took place. Reading skills were monitored using a variety of measures-STAR Reading and STAR Early Literacy, DIBELS, DRA2/EDL2 progress monitoring probes, LLI assessment, and running records. Our continued challenge was and is to find the metric that accurately measures progress tracking progress toward State Assessment performance. Teacher examined these data points during weekly meetings. A growth area for us is now to not only identify where a child is functioning, but what is the next step for instruction to move their skill. This will be addressed by greater focused data team meetings on "the what" and "the how", not just this is where the child is at. PD will be provided by administration, facilitator, teacher leaders, TEC, and teaching staff through PLC presentation.

Our School Leadership Team investigated the instructional approaches to creating a cohesive, well aligned approach to curriculum implementation using the DPS pacing and planning guide as the anchor. From there an integrated approach modeled after the DPS I-units was adopted. SLT and CSC both gave input on the elimination of our early release time on Wednesdays, in favor of increased student contact time. We added 75 minutes a week of additional student contact to our week.

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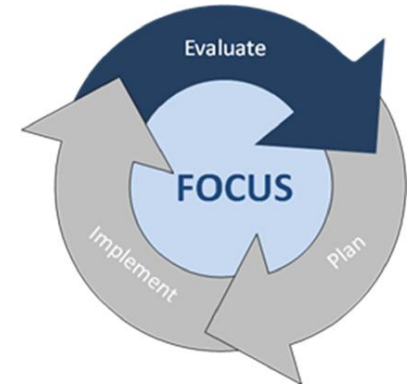
Section IV: Action Plan(s)

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	Between 2008 and 2012 the percentage of students overall at Cheltenham scoring proficient and advanced on TCAP reading, writing, math and science has been significantly below state expectations. Reading 29%, 28%, 36%, 35%, 34% (72%) Math 29%, 25%, 36%, 35%, 34% (72%) Writing 20%, 22%, 24%, 26%, 24% (54%) Science 0%, 0%, 15%, 7%, 9% (48%).	48% Overall Proficiency on CSAP Reading will increase from 34% to 48% by 2013.	55% By 2014 overall Reading proficiency on CSAP will increase to 55%.	DRA/EDL progress monitoring probes, - Fall baseline data 34% with on grade level DRA. Measured three times a year- Sept. 34% Dec. 42% March.48% DPS Reading Interims	MIS 1-Implement research based District core curriculum in all content areas, grades ECE-5. MIS 2- Identify and implement consistent data analysis processes using goal setting to drive instructional decisions using Doug Revees Data Process
			47% Overall Proficiency on CSAP Math will increase from 33% to 47% by 2013.	54% By 2014 overall Math proficiency on CSAP will increase to 54% from 47%.	EDM- End of the unit tests up to 10 times a year. I Tasks/Open response at the end of each unit Math Facts data collected monthly	MIS 1- Implement research based District core curriculum in all content areas, grades ECE-5. MIS 2- Identify and implement consistent data analysis processes using goal setting to drive instructional decisions using Doug Revees Data Process
			33% Overall Proficiency on CSAP Writing will increase from 23% to 33% by 2013.	33% By 2014 overall Writing proficiency on CSAP will increase to 37% from 33%	Writing Interim 3 times per year. Sept., 23 % Dec, 24%	MIS 1- Implement research based District core curriculum in all content areas, grades ECE-5. MIS 2- Identify

						May, 37% Data Team- Weekly review of student work. DLI assessments	and implement consistent data analysis processes using goal setting to drive instructional decisions using Doug Reeves Data Process MIS 3- First best instruction in literacy using Backwards Design, integrating content in Reading, Writing, Science and Social Studies
		S		16% Overall Proficiency on CSAP Reading will increase from 9% to 24% by 2013.	32% By 2014 overall Reading proficiency on CSAP will increase to 32% from 24%	Grade level common assessments and short constructed response 3 times a year Nov. Jan. March.	MIS 1 Implement research based District core curriculum in all content areas, grades ECE-5. MIS 3- First best instruction in literacy using Backwards Design, integrating content in Reading, Writing, Science and Social Studies
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Between 2008 and 2012 the MGP of students overall on TCAP reading has been 38, 39, 40, 44, 54 (65) Writing 48, 42, 47, 46, 58 (71) and Math 52, 41, 47, 52, 56 (71). All well below the state expectations for MGP.	Reading Median Student Growth Percentile from 54% to 64%.	Reading Median Student Growth Percentile from 64% to 70%.	STAR/ STAR EL growth trajectory. Measured three times a year- Sept. 54% Dec. 60% March.64%	MIS 1-Implement research based District core curriculum in all content areas, grades ECE-5. MIS 2- Identify and implement consistent data analysis processes using goal setting to drive instructional decisions using Doug Reeves Data Process
		M		Math Reading Median Student Growth Percentile	Math Reading Median Student Growth Percentile	EDM- end of the unit tests	MIS 1- Implement

				from 58% to 74%.	from 74% to 76%.	Up to 10 times a year	research based District core curriculum in all content areas, grades ECE-5. MIS 2- Identify and implement consistent data analysis processes using goal setting to drive instructional decisions using Doug Revees Data Process
		W		Writing Median Student Growth Percentile from 58% to 66%.	Writing Median Student Growth Percentile from 66% to 70%.	Writing Interims 3 times per year, proficient or advance. Sept. 16, 8.5 % Jan. 27, 20% May 4. 32%	MIS 1- Implement research based District core curriculum in all content areas, grades ECE-5. MIS 2- Identify and implement consistent data analysis processes using goal setting to drive instructional decisions using Doug Revees Data Process MIS 3- First best instruction in literacy using Backwards Design, integrating content in Reading, Writing, Science and Social Studies
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary &	Graduation Rate						
	Disaggregated Grad						

Workforce Readiness	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: Implement research based District core curriculum in all content areas, grades ECE-5.

Root Cause(s) Addressed: Lack of consistent implementation of the District curriculum

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

- Focused PD and facilitated collaborative planning on implementation of core curriculum of all content areas 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)
Provide clarity on the expectations of implementing District core curriculum by reviewing DPS resources and expectations on the District website.	Sept- May 2012-13, 13-14	P, AP, Fac., TEC, Teacher Leader Principal and AP Coaches, SLT	Title I- Humanities Facilitator \$57,152 Title II- Hum. Facilitator \$7,620	100% of grade levels will follow the Literacy Pacing and Planning guide's year at a glance as observed during classroom walk through and observations. Teachers are paced according to their grade level's curriculum map developed at the beginning of the year.	In progress
Weekly collaborative grade level planning to identify curriculum content focus, plan activities for repeat and practice and assessment measures to check for understanding and instructional adjustments.	Sept. 2012- May 2013	Principal and AP Coaches, SLT Teacher Leader, Staff	Title I- Humanities Facilitator \$57,152 Title II- Hum. Facilitator \$7,620	Content based objective teaching observed during classroom observations of varying length and depth.	In progress
Implementation of DPS planning guide for Literacy Teachers will engage in unit planning using the DPS planning guide and CCSS for Literacy.	Sept. 2012- May 2013	Principal, Coaches, Teachers	None	Year at a Glance Plan, Weekly Planning Sheet	In progress
Writing prompts will be given and scored using a common rubric	Sept.2012 Dec	Principal and AP	Title I- Humanities Facilitator	DPS Interim Writing Exam.	In progress

during to evaluate the effectiveness of writing instruction and identify instructional shifts	2013. May 2013	Coaches, Teachers	\$57,152 Title II- Hum. Facilitator \$7,620	Sept, Jan, May	
Teacher leader and Principal attend Math PCK on Common Core Standards and implement shifts in instructional practices to develop student shifts in mathematical thinking.	Sept. 2012- May 2013	Principal Teacher Effective Coach, Facilitator, Teacher Leaders	Title I- Humanities Facilitator \$57,152 Title II- Hum. Facilitator \$7,620	Replication of learning and activities with Cheltenham teachers. Implementation of math tasks into daily math instruction and practice.	In Progress
Regular testing of basic math fact gr.1-5, number sense Kdg.	Nov 2012- May 2013	TEC, SLT, P/AP/Fac.	Title I- Humanities Facilitator \$57,152 Title II- Hum. Facilitator \$7,620	Teachers use math facts to strengthen computational skills in math algorithm.	In Progress
Curriculum decisions, ELL transitioning plans, Critical decisions, such as safety, will be communicated to parents via parent meetings: CSC, Title I, BPAC meetings, parent night, Principal Coffees	Once a month-last Friday of the month Oct 2012- May 2013	Principal/AP Staff Facilitator Teacher Leaders/SLT	Title I- Humanities Facilitator \$57,152 Title II- Hum. Facilitator \$7,620 Title I parent funds-\$ 2951	Parent Sign In sheets, agendas. Parent feedback will help drive decisions by administration and jointly with teachers.	In Progress
New district ECE assessment, GOLD (with curriculum following the next year) will be implemented as first year, exploratory. ECE/KDG connects will be created and data points for readiness will be reviews	April- May 2013	ECE teachers KDG teachers AP	None	Teachers and Administration will review finding of GOLD to identify foundational needs for ECE/Home connection and ECE/KDG	In Progress
Implement Daily Literacy Instruction program to address missing conventions and spelling piece within district curriculum.	Sept.2012-May 2013	Teachers, Coaches	Title I- \$3,100	Teachers identify skills for targeted instruction, using DLI weekly assessment.	In progress
Teachers will engage in professional development around content and language objectives, understanding it's form and function and implementing meaningful lessons centered on Content/Language Objectives (CLOs).	Oct. 2012-- May 2013	Principal, Assistant Principal, Coaches, Teachers.	Title I- Humanities Facilitator \$57,152 Title II- Hum. Facilitator \$7,620ISP grant \$51,000	This will be used as a foundation for the LEAP observations and framework for instruction. Teachers will have scores and next steps surrounding this development of teacher practice.	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: Identify and implement consistent data analysis processes using goal setting to drive instructional decisions using Doug Revees Data Process
Root Cause(s) Addressed: Lack in use of formative assessments to monitor, adjust, and differentiate daily instruction.

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)
Use AR diagnostic report to monitor independent reading in terms of accuracy, text level, and minutes engaged reading and make shifts in expectations, classroom practices and individual support.	Monthly, Oct.- May 2012-2013	Principal, Facilitator, Teachers	Title I- Humanities Facilitator \$57,152 Title II- Hum. Facilitator \$7,620	Students' independent reading rates will be increasing.	In progress
Teachers communicate progress data and feedback to students regarding independent reading using AR- 1 st 5 th - continuation of 2010-11 MIS #3	Sept – May 2012-2013	Teachers	None	Students are able to articulate their reading progress and next steps for their growth.	In progress
Conduct grade level meetings to set and review DRA/EDL progress monitoring goals to monitor reading growth and plan for instructional next steps.	Oct- May 2011-2012 Monthly	P, Fac,Teacher	Title I- Humanities Facilitator \$57,152 Title II- Hum. Facilitator \$7,620	Targeted instruction provided for students at their instructional level. Their ability to interact with text will be evident.	In progress
Grade level meetings to review student work samples and set target objectives related to writing next steps	Weekly- Tues, district assessment/planning days Nov.- May 2012-2013	P, AP, Fac. TEC, TL, Staff	Title I- Humanities Facilitator \$57,152 Title II- Hum. Facilitator \$7,620	Evidence of the identified targets is present in student writing during future examinations.	In progress
Implement and monitor school wide math facts assessments	Nov. – May 2012-2012	P, Fac, TEC	Title I- Humanities Facilitator \$57,152 Title II- Hum. Facilitator \$7,620	Computational skills will be improved because of focus on math facts as evidenced by student work.	In progress
Data sheet shared with Parents during conferences minimum twice a year.	Oct. 2012, Feb 2013	Teachers, Parents	None	Conference records	In Progress
Body of Evidence mid year review of multiple data sources- STAR, Interim, CBLA tracking to identify weak understanding of standards and skills in order to adjust instruction.	Jan. 2013	Principal, Coaches, Teachers	None	Meeting notes and targeted goals for each classroom	Done

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Major Improvement Strategy #3: First best instruction in literacy using Backwards Design, integrating content in Reading, Writing, Science and Social Studies

Root Cause(s) Addressed: Lack of effective, rigorous, and engaging instruction

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)
Use of a consultant to provide PD to address use of reading resources to improve reading instructional practices for teachers. Show teachers how to plan strategically for guided reading instruction.	Contract Spring 2013 for Fall 2013. Reading implementation Aug 2013- May 2014	Principal Leadership Team, SLT	Local ISP grant \$29, 000	Teachers are utilizing instructional strategies and materials as evidenced by walk through and grade level discussions.	In Progress
Weekly informal observations/walkthroughs using the LEAP framework, with current feedback to inform and improve instructional practices	May 2011-Sept 2011	Principal and AP Coaches,	Title I- Humanities Facilitator \$57,152 Title II- Hum. Facilitator \$7,620	LEAP Capture Tool, SAMS reports with time spent with each teacher.	In progress
Purchase comprehensive resources and high quality texts, along with PD, to support teachers' effectiveness in implementing meaningful guided reading instruction.	March 2013	Leadership Team Teachers Paraprofessionals SAT	Local ISP grant \$21,205 RTA Grant \$28, 200, \$38,280	Observation of effective guided reading instruction as supported by books' instructional teachers guide.	In Progress
Principal participating in SAM's Management program to increase time spent on instructional tasks.	Spring 2013	Principal SAM's Team	None	Increased time on instructional tasks and sub group focus using the SAM's reports.	In progress

Summer collaborative planning for teacher to go deeper with the DPS Curriculum and Common Core Standards resulting in a year long curriculum map .	Summer 2012	Principal Teacher Leaders TEC Teachers	Local ISP grant -\$51,200	Curriculum Maps for each grade level	Done
Teacher to attend summer professional development around the shift to the Common Core-Turn Key sessions from TLA.including math instructional shift and reading “close reads” becoming familiar with introduction of Common Core Standards.	Summer 2012	Principal Teacher Leaders TEC Teachers	Local ISP grant -\$51,200	PD notes and teacher reflections. Shifts in instructional practices during observations and walk throughs.	Done
Teachers will engage in professional development around content and language objectives, understanding it's form and function and implementing meaningful lessons centered on Content/Language Objectives (CLOs)	Oct. 2012-- May 2013	Principal, Assistant Principal, Coaches, Teachers.	Title I- Humanities Facilitator \$57,152 Title II- Hum. Facilitator \$7,620ISP grant \$51,000	This will be used as a foundation for the LEAP observations and framework for instruction. Teachers will have scores and next steps surrounding this development of teacher practice.	In progress
Professional learning communities cycles to provide choice professional development around issues of need or interest of teachers	Sept. 2012- May 2013	Leadership Team Humanities Facilitators Teacher Effectiveness Coaches Teachers	None	PLC goal setting and data collection. PLC presentations to staff at the end of the cycle.	In progress
Leadership team to attend SAMs conference for strategies to support the Principal in developing a culture focused on instructional tasks rather than managerial tasks.	Feb. 1, 2	SAMs Team	ISP grant- \$1250 District Grant- SAMs Title II \$1387 Targeted Intervention/Performance \$1,000	Conference attendance, implementation of strategies from workshop	Done

Teacher Leaders provide mentor support to new teachers to Cheltenham around processes, instructional approaches, tasks and deadlines, through New Teacher Meetings	Monthly- Sept. 2012- May 2013	Teacher Leaders Facilitator New Teachers	Title I- Humanities Facilitator \$57,152 Title II- Hum. Facilitator \$7,620	Meeting minutes	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)

• Section V: Supporting Addenda Forms

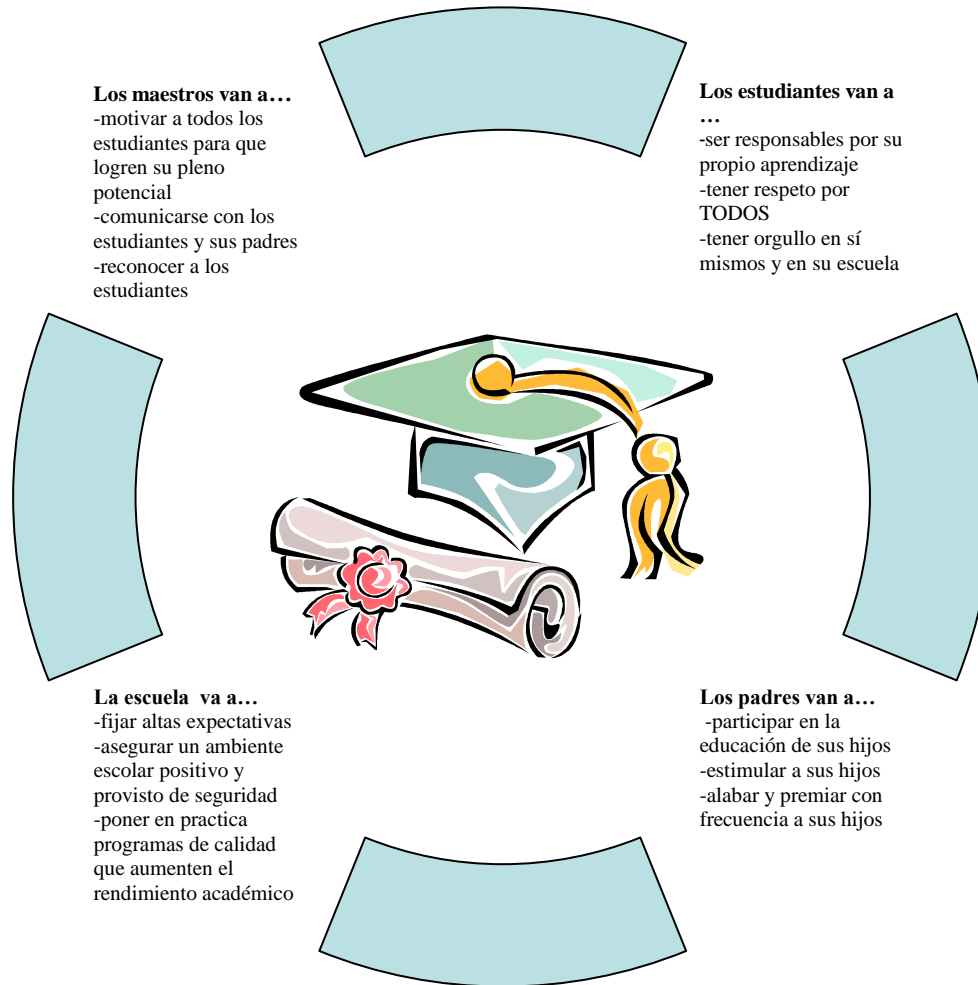
• For Schools Operating a Title I Schoolwide Program

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

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	Pg. 10
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	<p><i>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.</i></p> <p>Pg. 11, pg 23-29</p>
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 10)	<p><i>Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.</i></p> <p>Pg. 23-29</p>
All core content teachers are highly qualified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	District process for hiring and recruiting. Pg. 29

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	Pg. 10-17
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	Pg. 24
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	Pg. 10, 16, 24
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	<i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i> Pg. 23-29

Escuela Primaria Cheltenham



Firma del estudiante

Firma del administrador

Firma del padre/madre o tutor

Firma del maestro

Fecha

Fecha

Escuela Primaria Cheltenham

Responsabilidades de los estudiantes:

- Llegar a clase todos los días y a tiempo
- Estar organizados y preparados
- Ser un aprendiz activo
- Escuchar y seguir las instrucciones
- Participar en clase y actividades escolares
- Hacer preguntas y buscar ayuda cuando la necesiten
- Acabar todas las tareas del salón y la de casa a tiempo
- Leer por 20 minutos en casa cada día y completar los diarios de lectura y matemáticas
- Acatar las reglas de la escuela
- Tener respeto por TODOS: Consigo mismo, amigos, maestros/personal, otros adultos
- Ayudar en mantener nuestra escuela limpia
- Seguir el código de vestuario

Responsabilidades de los padres/tutores:

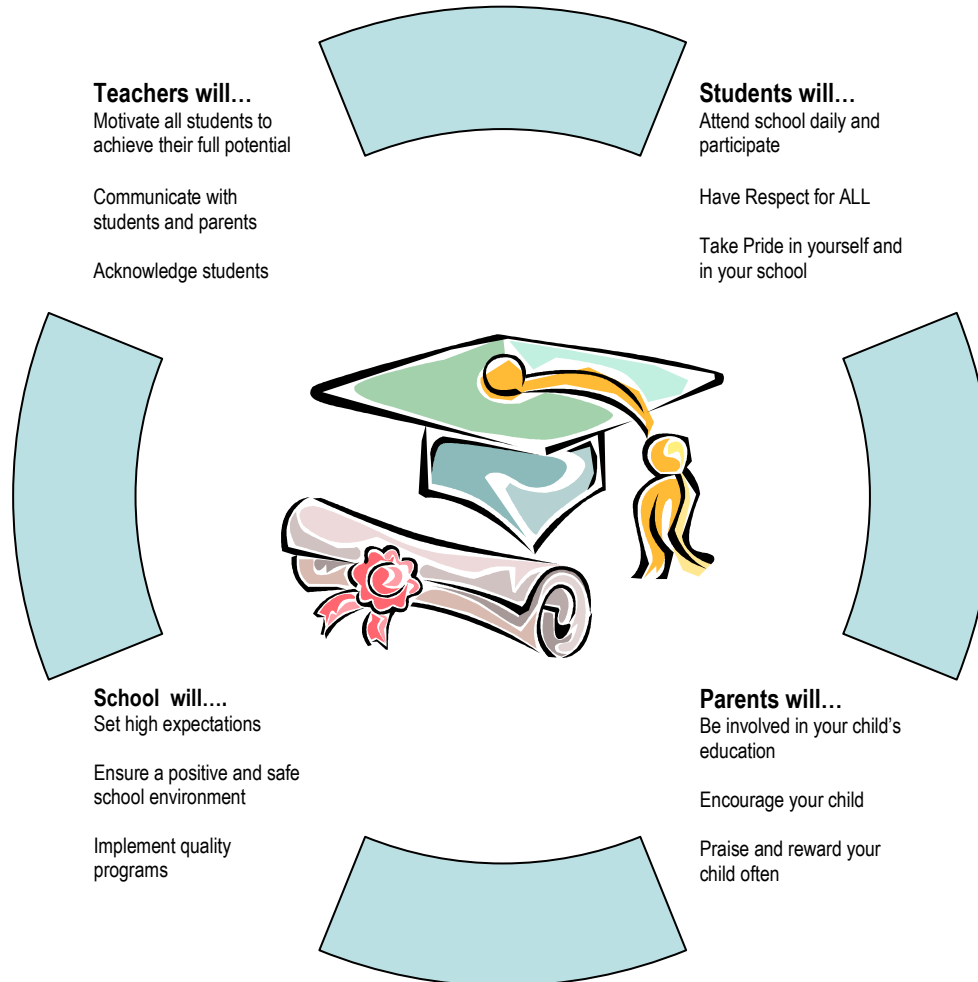
- Llevar a su hijo/a a la escuela a tiempo todos los días
- Asegurarse que sus hijo/as duerman de 8-9 horas cada noche
- Discutir sobre el día escolar de su hijo/a en casa
- Escuchar las preocupaciones de su hijo/a

- Observar con cuidado los horarios de televisión de su hijo/a
- Leer con su hijo/a 20 minutos cada noche y firmar los diarios de lectura y matemáticas
- Venir a las reuniones de padres, las Noches de Regreso a la Escuela, y las Conferencias de Padres/Maestro
- Conocer las reglas de la escuela y cerciorarse de que sus hijos acaten las reglas
- Proveer continuamente estructura y rutina
- Utilizar los recursos escolares, como la trabajadora social y psicóloga cuando lo necesiten
- Alabar y premiar a sus hijos con frecuencia
- Ser voluntario/a al menos una vez el año en la escuela y/o en el salón
- Conocer a los maestros de sus hijos
- Leer las cartas de noticias escolares y del salón cada mes
- Ser un modelo positivo

Responsabilidades de los maestros y el personal de apoyo:

- Estimular y motivar a todos los estudiantes a que logren su pleno potencial
- Fijar altas expectativas para todos los estudiantes
- Proveer un ambiente de aprendizaje positivo
- Poner en práctica programas de calidad que aumentan el rendimiento académico de todos los estudiantes
- Conocer a los estudiantes personalmente
- Escuchar y responder a las preocupaciones de los estudiantes y contestar preguntas
- Estar disponibles fuera de la clase
- Entender y apoyar el programa de disciplina de la escuela y consultar con las familias acerca de los problemas de comportamiento
- Proveer tarea diaria y responder a tiempo
- Comunicarse con las familias acerca de las actividades escolares del salón una vez al mes por medio de la carta a los padres y regresar la correspondencia en 24 horas
- Mandar las boletas de calificaciones cada trimestre

Cheltenham Elementary School



Student Signature

Administrator Signature

Parent /Guardian Signature

Teacher Signature

Date

Date

Cheltenham Elementary School

Student Responsibilities:

- Come to class everyday and on time
- Be organized and prepared for class
- Be an active learner
- Listen and follow directions
- Participate in class and school activities
- Ask questions and seek help when you need it
- Complete all classroom and homework assignments on time
- Read 20 minutes each night, and complete reading and math logs, and homework
- Follow school rules
- Have respect for ALL: Self, Friends, Teachers/Staff, Other Adults
- Keep the school clean
- Follow the dress code
- Provide parent/guardian with all school notices distributed

Parent / Guardian Responsibilities:

- Get your child to school on time every day
- Ensure your child gets 8-9 hours of sleep each school night
- Discuss your child's school day at home
- Listen to your child's concerns
- Monitor your child's television watching
- Read with your child 20 minutes each night, sign the reading and math logs and make sure homework is completed
- Attend parent meetings, Back to School Nights, and Parent/Teacher Conferences
- Support the dress code
- Know the school rules and make sure your student abides by the rules

- Continuously provide structure and routine
- Utilize school resources, such as the social worker, and psychologist when needed
- Praise and reward your child often
- Volunteer at least once a year at the school and/or in the classroom
- Get to know your child's teachers
- Read monthly school and class newsletters
- Be a positive role model

Teacher & School Responsibilities:

- Encourage and motivate all students to achieve their full potential
- Set high expectations for all students
- Provide a positive learning environment
- Implement high quality programs that will increase academic achievement of all students and address state standards
- Get to know the students personally
- Listen to students' concerns and answer questions or concerns
- Be available outside of class and have time to communicate with parents
- Understand and follow the school-wide discipline plan and consult with the family about behavior concerns
- Provide daily homework and timely feedback
- Send monthly class newsletters and return correspondence within 24 hours
- Send report cards quarterly
- Encourage parents to volunteer, participate, and observe in their child's class
- Provide annual parent/teacher conferences relating to student achievement