

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1774 School Name: COLFAX ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 3 Year

**Section I: Summary Information about the School**

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

**Student Performance Measures for State and Federal Accountability**

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
<b>Academic Achievement (Status)</b>	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	72.05%	-	-	41.33%	-	-	Overall Rating for Academic Achievement: <b>Does Not Meet</b> <small>* Consult your School Performance Framework for the ratings for each content area at each level.</small>
		M	70.11%	-	-	42.36%	-	-	
		W	54.84%	-	-	34.22%	-	-	
		S	45.36%	-	-	18.75%	-	-	
<b>Academic Growth</b>	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: <b>Approaching</b> <small>* Consult your School Performance Framework for the ratings for each content area at each level.</small>
			Elem	MS	HS	Elem	MS	HS	
		R	52	-	-	53	-	-	
		M	67	-	-	43	-	-	
		W	59	-	-	50	-	-	
ELP	41	-	-	57	-	-			

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><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><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.</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; color: blue;">Approaching</p> <p><small>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</small></p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p><b>Expectation:</b> 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><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.</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><b>Expectation:</b> At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p><b>Expectation:</b> At or above State average</p>	-	-	-	



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?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
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.	No

**Improvement Plan Information**

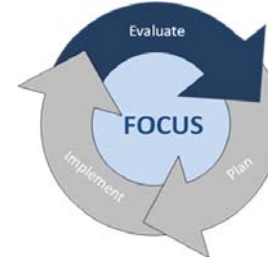
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability   
  Title IA (Targeted Assistance or School-wide)   
  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	Joanna Martinez, Principal
	Email	Helen_Martinez@dpsk12.org
	Phone	303-623-6148
	Mailing Address	1526 Tennyson St.
2	Name and Title	Barbara Silva, Administrative Assistant
	Email	Barbara_Silva@dpsk12.org
	Phone	303-623-6148
	Mailing Address	1526 Tennyson St.

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)	R- 46%	R-41.33% (DPS 43%) Target was not met, missed target by 4.67%.	Ineffective implementation of differentiation strategies and checks for understanding.
	M-42%	M-42.36% (DPS 38%) Target was met , 42.36% of students were proficient/advanced on TCAP.	Utilized content area specific teachers in grades 3 through 5.

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.
			S-Science instruction is improving at all grade levels. All grade levels are teaching science, but we still have gaps to close in students' understanding of science concepts.
	W-54.84%	W-34.24% (DPS 30%)  We did not meet our target by 20.6%.	R-We engaged in Compelling Conversations 3x per year to ensure students were receiving appropriate guided reading instruction and interventions.
	S-45.36%	S-18.75% (DPS 28%)  We did not meet our target by 26.61%.	M-We did not make the math academic growth state target of 67. Math instruction can be improved with a clearer understanding of what students do not understand and how to provide support for our students through differentiation.
Academic Growth	R-52	R-53 We did meet the reading academic growth state target of 52% by 1%.	W-We continue to teach and re-teach the same skills and not move forward with writing instruction. We need to have high expectations for our students and build on the previous year's instruction.
	M-67	M-43 We missed the math academic growth state target of 67 by 23 points. Our growth was 43 points.	ELP-We made the ELP target by 4 points. We have introduced English Literacy, guided reading and writing, much earlier in the students' educational career. _____

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.
	W-59	W-50 We did not make the writing academic growth state target of 50. We were 9 points off the target with a score of 50 points.	Ineffective implementation of differentiation strategies and checks for understanding.  Implementation of English instruction earlier and more strategic.
	ELP-41	ELP-57 We met our ELP state target by 16 points.	
Academic Growth Gaps	NA	NA	
Post Secondary Readiness	N/A	N/A	

**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)	<p style="text-align: center;"><b>TCAP Reading</b></p> <table border="1"> <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>44%</td> <td>35%</td> <td>44%</td> <td>38%</td> <td>43%</td> </tr> </tbody> </table> <p>The percentage of students overall at Colfax scoring proficient and advanced on TCAP reading between 2008-2012 has been 44%, 35%, 44%, 38%, 43% resulting in a flat trend and is below the state expectation of 72%.</p>		2008	2009	2010	2011	2012	Reading	44%	35%	44%	38%	43%	<p>On TCAP Colfax is performing well below the State expectation in all content areas- Reading 41% (72%) Math 42%(70%) Writing 34% (54%) and Science 18.75 (45.36%)</p>	<p>Lack of consistent rigorous intentional instruction.</p> <p>Inconsistent standards-based instruction and expectations.</p> <p>Inconsistent use of formative assessments to analyze, plan and progress monitor.</p>
	2008	2009	2010	2011	2012										
Reading	44%	35%	44%	38%	43%										



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p style="text-align: center;"><b>TCAP Math</b></p> <table border="1" data-bbox="331 662 764 732"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>50%</td> <td>39%</td> <td>41%</td> <td>42%</td> <td>38%</td> </tr> </tbody> </table> <p>The percentage of students overall at Colfax scoring proficient or advanced on TCAP math between 2008-2012 has been 50%, 39%, 41%, 42%, 38% resulting in a downward trend and is below the State expectation of 70%.</p>		2008	2009	2010	2011	2012	Math	50%	39%	41%	42%	38%	<p>On TCAP Colfax is performing well below the State expectation in all content areas- Reading 41% (72%) Math 42%(70%) Writing 34% (54%) and Science 18.75 (45.36%)</p>	<p>Lack of consistent rigorous intentional instruction.</p> <p>Inconsistent standards-based instruction and expectations.</p> <p>Inconsistent use of formative assessments to analyze, plan and progress monitor.</p>
		2008	2009	2010	2011	2012									
Math	50%	39%	41%	42%	38%										
<p style="text-align: center;"><b>TCAP Writing</b></p> <table border="1" data-bbox="331 1117 764 1187"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>26%</td> <td>26%</td> <td>35%</td> <td>32%</td> <td>30%</td> </tr> </tbody> </table> <p>The percentage of students overall at Colfax scoring proficient or advanced on TCAP writing between 2008-2012 has been 26%,26%, 35%, 32%, 30% resulting in a flat trend that is below the State expectation of 55%.</p>		2008	2009	2010	2011	2012	Writing	26%	26%	35%	32%	30%	<p>On TCAP Colfax is performing well below the State expectation in all content areas- Reading 41% (72%) Math 42%(70%) Writing 34% (54%) and Science 18.75 (45.36%)</p>	<p>Lack of consistent rigorous intentional instruction.</p> <p>Inconsistent standards-based instruction and expectations.</p> <p>Inconsistent use of formative assessments to analyze, plan and progress monitor.</p>	
	2008	2009	2010	2011	2012										
Writing	26%	26%	35%	32%	30%										

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										
Science	13%	6%	14%	14%	28%										
Academic Growth	<p style="text-align: center;"><b>TCAP Reading MGP</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39</td> <td>57</td> <td>55.5</td> <td>50.5</td> <td>52</td> </tr> </tbody> </table> <p>The MGP for students overall at Colfax on TCAP Reading between 2008-2012 has been 39, 57, 55.5, 50.5, 52</p>		2008	2009	2010	2011	2012	Reading	39	57	55.5	50.5	52	<p>Even though Colfax is meeting expected growth for all students in TCAP Reading (MGP of 52) Non ELL students are performing 12 percentile points under the State expectation of 52, and 20 percentile points below their ELL counterparts. We are not meeting MGP in TCAP Math 39.5 (67) or TCAP Writing 38 (59).</p>	<p>Lack of consistent rigorous intentional instruction.</p> <p>Inconsistent standards-based instruction and expectations.</p> <p>Inconsistent use of formative assessments to analyze, plan and progress monitor.</p>
	2008	2009	2010	2011	2012										
Reading	39	57	55.5	50.5	52										

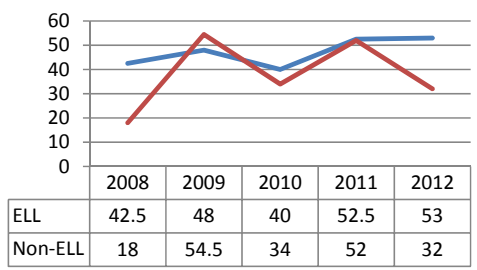
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>resulting in an increasing trend, and meeting the State expectation of 52</p> <div data-bbox="296 521 758 878"> <p><b>TCAP Reading MGP</b></p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>49</td> <td>51</td> <td>54</td> <td>60</td> <td>60</td> </tr> <tr> <td>Non-ELL</td> <td>37</td> <td>57</td> <td>60</td> <td>46</td> <td>40</td> </tr> </tbody> </table> </div> <p>The MGP for Non ELL students at Colfax on TCAP Reading is 40, which is 12 points below the State expectation of 52.</p>		2008	2009	2010	2011	2012	ELL	49	51	54	60	60	Non-ELL	37	57	60	46	40		
	2008	2009	2010	2011	2012																
ELL	49	51	54	60	60																
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p style="text-align: center;"><b>TCAP Math MGP</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>34.5</td> <td>50</td> <td>38</td> <td>52</td> <td>39.5</td> </tr> </tbody> </table> <p>The median growth percentile for students overall at Colfax on TCAP Math between 2008-2012 has been 34.5, 50, 38, 52, 39, resulting in an upward trend, but is below the State expectation of 67.</p>		2008	2009	2010	2011	2012	Math	34.5	50	38	52	39.5	<p>Overall students at Colfax are not meeting MGP in TCAP Math 39.5 (67) or TCAP Writing 38 (59).</p>	<p>Lack of consistent rigorous intentional instruction.</p> <p>Inconsistent standards-based instruction and expectations.</p> <p>Inconsistent use of formative assessments to analyze, plan and progress monitor.</p>
	2008	2009	2010	2011	2012										
Math	34.5	50	38	52	39.5										
	<p style="text-align: center;"><b>TCAP Writing MGP</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>29.5</td> <td>56.5</td> <td>64.5</td> <td>56</td> <td>38</td> </tr> </tbody> </table>		2008	2009	2010	2011	2012	Writing	29.5	56.5	64.5	56	38	<p>Overall students at Colfax are not meeting MGP in TCAP Math 39.5 (67) or TCAP Writing 38 (59).</p>	<p>Lack of consistent rigorous intentional instruction.</p> <p>Inconsistent standards-based instruction and expectations.</p> <p>Inconsistent use of formative assessments to analyze, plan and progress monitor.</p>
	2008	2009	2010	2011	2012										
Writing	29.5	56.5	64.5	56	38										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>The Median Growth Percentile for students overall at Colfax on T-CAP writing between 2008-2012 has been 29.5, 56.5, 64.5, 56. 38 resulting in an increasing trend but is below the State expectation of 59.</p>																				
<p>Academic Growth Gaps</p>	<div data-bbox="296 651 758 1011"> <p><b>TCAP Reading MGP</b></p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>49</td> <td>51</td> <td>54</td> <td>60</td> <td>60</td> </tr> <tr> <td>Non-ELL</td> <td>37</td> <td>57</td> <td>60</td> <td>46</td> <td>40</td> </tr> </tbody> </table> </div> <p>The MGP for Non ELL students at Colfax on TCAP Reading is 40, which is 12 points below the State expectation of 52.</p>		2008	2009	2010	2011	2012	ELL	49	51	54	60	60	Non-ELL	37	57	60	46	40	<p>Non ELL students at Colfax are performing 12 percentile points under the State expectation of 52 for TCAP Reading, and 20 percentile points below their ELL counterparts. Non-ELL students will need to meet the adjusted MGP of 55. The MGP for Non ELL students on TCAP Math is 32, which is 35 points below the State expectation of 67, and 21 points below the MGP of their ELL counterparts.</p>	<p>Lack of consistent rigorous intentional instruction.</p> <p>Inconsistent standards-based instruction and expectations.</p> <p>Inconsistent use of formative assessments to analyze, plan and progress monitor.</p>
	2008	2009	2010	2011	2012																
ELL	49	51	54	60	60																
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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### TCAP Math MGP



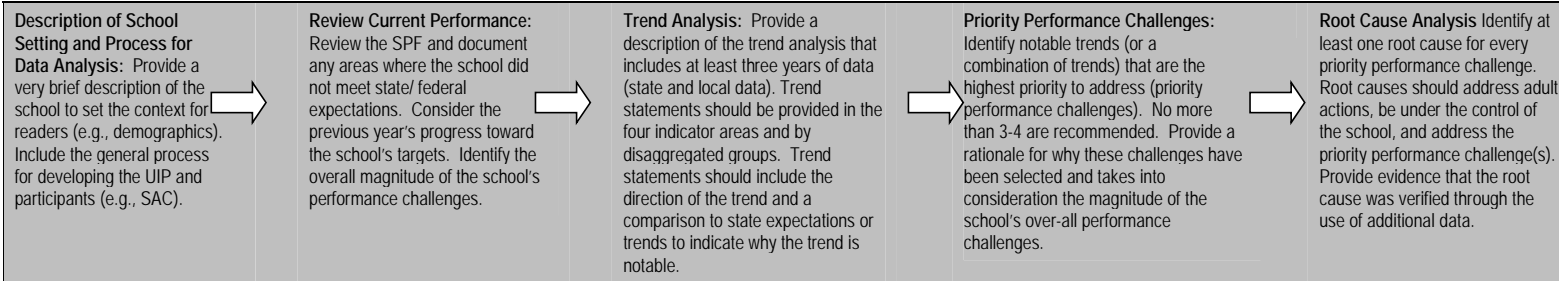
The MGP for Non ELL students at Colfax on TCAP Math is 32, which is 35 points below the State expectation of 67, and 21 points below the MGP of their ELL counterparts.

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	N/A	N/A
	N/A	N/A	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**



**Narrative:**

**Reading Narrative: Update:** On February 8, 2013 the School Leadership Team met to review student data and adjust action steps as needed. New Budget information was reviewed and aligned with the UIP.

**Collaborative School Committee (CSC)** met on December 12, 2012 to review student data and adjust action steps as needed. New Budget information was reviewed and aligned with the UIP. CSC will meet again on March 13, 2013 to continue analysis of data and revision as needed on UIP.

**Reading Narrative:** We (Staff, School Leadership Team, and Collaborative School Committee) analyzed three years of reading data related to academic trends at Colfax, determined root cause and identified instructional strategies. The data included CSAP/TCAP test results for grades 3-5, CSAP/TCAP Frameworks by standards, and District Interim assessments. We noticed that comparing grade level scores longitudinally, 3<sup>rd</sup> grade 2010 to 2012, the CSAP proficient and advanced scores have increased from 45% in 2010, to 48% in 2012. That is an increase of 3% over three years. Fourth grade students in 2010 scored 38% proficient and advanced to 31% proficient and advanced in 2012; a decrease of 7% point. Fifth grade proficient and advanced students increased from 51% in 2010 to 54% in 2012, an increase of 3%. During the monthly *Compelling Conversations* held with all reading teachers, small groups are being developed for guided reading, but these groups are based on reading levels and not on skills or strategies. To ensure increasing proficiency levels for students taking TCAP, we will continue to have 3 teachers at kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade.

	2010	2011	2012	
Grade 3	45%	25%	48%	----- Began platooning in 2012, Lack of consistent rigorous intentional instruction.
Grade 4	38%	51%	31%	----- Lack of consistent rigorous intentional and differentiated instruction
Grade 5	51%	40%	54%	-----Slight increase in proficient and advanced student
Overall	44%	38%	43%	

**Root Cause Analysis:** Since 2005 fifth grade began platooning, in 2009 fourth grade implemented platooning and by 2010, all intermediate grades had implemented a platooning model in literacy and math/science/social studies. While there is some differentiation occurring during the literacy block, differentiation is by reading level and not by skill and/or strategy. Fourth and fifth grade literacy teachers feel that the lack of effective literacy interventions impacts students who are reading below grade. If students who are reading below grade were referred to the Student Intervention Team in a timelier manner we would have more students receiving appropriate services such as Special Education services. There is also a lack of consistent, rigorous, differentiated





instruction for all.

**Mathematics Narrative:** Update: On February 8, 2013 the School Leadership Team met to review student data and adjust action steps as needed. New Budget information was reviewed and aligned with the UIP.

Collaborative School Committee (CSC) met on December 12, 2012 to review student data and adjust action steps as needed. New Budget information was reviewed and aligned with the UIP. CSC will meet again on March 13, 2013 to continue analysis of data and revision as needed on UIP.

**Mathematics Narrative:** We (Staff, School Leadership Team, and Collaborative School Committee) analyzed three years of math data related to academic trends at Colfax and determined root cause and identified instructional strategies. The data included CSAP/TCAP test results for grades 3-5, CSAP/TCAP Frameworks by standards, and District Interim assessments. We noticed that comparing grade level scores longitudinally while demonstrating a slight increase of 2% over three years the scores are flat. The same holds true at 4<sup>th</sup> grade. Fifth grade proficient and advanced students decreased from 49% in 2010 to 35% in 2012, a decrease of 14%. Monthly *Compelling Conversations* are held with all intermediate math teachers but differentiated instruction and checking for understanding are not effectively implemented. To increase proficiency levels for students taking TCAP, we will continue to have 3 teachers at kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade.

	2010	2011	2012	
Grade 3	39%	38%	41%	----- Began platooning in 2012. Lack of consistent rigorous intentional instruction.
Grade 4	36%	56%	38%	----- Lack of consistent rigorous intentional and differentiated instruction
Grade 5	49%	31%	35%	----- Lack of consistent rigorous intentional and differentiated instruction
Overall	41%	42%	38%	

**Root Cause Analysis:** We are still attempting to differentiate mathematics instruction. There is some differentiation occurring at the third, fourth and fifth grade levels where the teachers plateau. We hold *Compelling Conversations* four times a year in order to monitor student's math understanding. Though more small group instruction is occurring, during observations of mathematics instruction, I see more whole group instruction as opposed to small group instruction. There is a lack of consistent, rigorous, differentiated instruction. All interventionist have been utilized in literacy and intervention in math is not well provided for. There is a lack of consistent, rigorous, differentiated instruction for all.

**Writing Narrative:** We (Staff, School Leadership Team, and Collaborative School Committee) analyzed three years of writing data related to academic trends at Colfax and determined root cause and identified instructional strategies. The data included CSAP/TCAP test results for grades 3-5, CSAP/TCAP Frameworks by standards, and District Interim assessments. When we compare the same cohort of students beginning in 2010 in 3<sup>rd</sup> grade and ending in 2012 in 5<sup>th</sup> grade, we noticed an increase of proficient and advanced students by 7%. We noticed that comparing grade level scores longitudinally, 3<sup>rd</sup> grade 2010 to 2012, the CSAP proficient and advanced scores have decreased from 39% in 2010, to 34% in 2012. That is a decrease of 5% over three years. Fourth grade students in 2010 scored 20% proficient and advanced to 13% proficient and advanced in 2012; a decrease of 7% points. Fifth grade proficient and advanced students decreased from 49% in 2010 to 46% in 2012, a decrease of 3%. To increase proficiency levels for students taking TCAP, we will continue to have 3 teachers at kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade.

	2010	2011	2012	
Grade 3	39%	22%	34%	----- Began platooning in 2012. Lack of consistent rigorous intentional instruction.
Grade 4	20%	40%	13%	----- Lack of consistent rigorous intentional and differentiated instruction
Grade 5	49%	37%	46%	----- Lack of consistent rigorous intentional and differentiated instruction
Overall	35%	32%	30%	

**Root Cause Analysis:** Our students' understanding of writing organization has improved over the last few years but they are still struggling with language usage and style and fluency portions of the rubric.

**AYP Narrative:** In 2009 we made AYP in math, but not in reading. In 2010, we failed to make AYP in all targets in reading and in the Hispanic subgroup in math. In 2011, we failed to make any of the targets other than the participation rate. Our data confirms that we need to place a greater emphasis on effective differentiation for all of our students.

**Root Cause Analysis:** In 2009 third and fourth grade classrooms were self-contained while 5th grade was platooning for literacy/social studies and math/science. In 2011, 4<sup>th</sup> grade implemented a platooning model in literacy and math/science/social studies. While there is some differentiation occurring during the literacy block, differentiation is by reading level and not by skill and/or strategy. Fourth and fifth grade literacy teachers feel that the lack of effective literacy interventions impacts students who are reading below grade. If students who are reading below grade were referred to the Student Intervention Team in a timelier manner we would have more students receiving appropriate services such as Special Education services. .

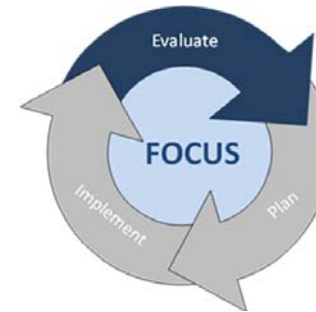
#### Section IV: Action Plan(s)

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, CoAI/CSAPA, Lectura, Escritura	R	On TCAP Colfax is performing well below the State expectation in all content areas- Reading 41% (72%) Math 42%(70%) Writing 34% (54%) and Science 18.75 (45.36%)	50%	59%	District Interim reading assessment administered 3 times a year. Fall -5 <sup>th</sup> -, 4 <sup>th</sup> -, 3 <sup>rd</sup> -, 2 <sup>nd</sup> - Winter 5 <sup>th</sup> -55%, 4 <sup>th</sup> -52%, 3 <sup>rd</sup> -48%, 2 <sup>nd</sup> -35% Spring TBD	Implement Common Core Standards with the curriculum and monitor student understanding with the six step data team process
		M		51%	61%	District Interim math assessment administered 3 times a year. Fall 5 <sup>th</sup> -52%, 4 <sup>th</sup> -56%, 3 <sup>rd</sup> -43%, 2 <sup>nd</sup> -55% Winter 5 <sup>th</sup> -50%, 4 <sup>th</sup> -54%, 3 <sup>rd</sup> -47%, 2 <sup>nd</sup> -50% Spring TBD	Implement Common Core Standards with the curriculum and monitor student understanding with the six step data team process
		W		39%	44%	District Interim writing assessment administered 3 times a year. Fall 5 <sup>th</sup> -, 4 <sup>th</sup> -, 3 <sup>rd</sup> -, 2 <sup>nd</sup> - Winter 5 <sup>th</sup> -54%, 4 <sup>th</sup> -48%, 3 <sup>rd</sup> -50%, 2 <sup>nd</sup> -42% Spring TBD	Implement Common Core Standards with the curriculum and monitor student understanding with the six step data team process
		S		28%	38%	Teacher created unit assessments and pre/post test. Fall	Implement Common Core Standards with the curriculum and monitor student understanding with the six step data team

						Winter Spring TBD	process
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Even though Colfax is meeting expected growth for all students in TCAP Reading (MGP of 52) Non ELL students are performing 12 percentile points under the State expectation of 52, and 20 percentile points below their ELL counterparts. We are not meeting MGP in TCAP Math 39.5 (67) or TCAP Writing 38 (59).	56%	59%	District interim reading assessment  Fall 5 <sup>th</sup> -, 4 <sup>th</sup> -, 3 <sup>rd</sup> -, 2 <sup>nd</sup> - Winter 5 <sup>th</sup> -, 4 <sup>th</sup> -, 3 <sup>rd</sup> -, 2 <sup>nd</sup> - Spring TBD	Implement Common Core Standards with the curriculum and monitor student understanding with the six step data team process
		M	Overall students at Colfax are not meeting MGP in TCAP Math 39.5 (67) or TCAP Writing 38 (59).	46%	49%	District interim math assessment Fall 5 <sup>th</sup> -, 4 <sup>th</sup> -, 3 <sup>rd</sup> -, 2 <sup>nd</sup> - Winter 5 <sup>th</sup> -, 4 <sup>th</sup> -, 3 <sup>rd</sup> -, 2 <sup>nd</sup> - Spring TBD	Implement Common Core Standards with the curriculum and monitor student understanding with the six step data team process
		W	Overall students at Colfax are not meeting MGP in TCAP Math 39.5 (67) or TCAP Writing 38 (59).	53%	56%	District interim writing assessment Fall 5 <sup>th</sup> -, 4 <sup>th</sup> -, 3 <sup>rd</sup> -, 2 <sup>nd</sup> - Winter 5 <sup>th</sup> -, 4 <sup>th</sup> -, 3 <sup>rd</sup> -, 2 <sup>nd</sup> - Spring TBD	Implement Common Core Standards with the curriculum and monitor student understanding with the six step data team process
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					

Post Secondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	N/A	N/A	N/A	N/A	N/A
	Mean ACT	N/A	N/A	N/A	N/A	N/A



**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 standards based instruction across the core.

**Root Cause(s) Addressed:** Lack of consistent rigorous intentional instruction. There is inconsistent standards-based instruction and expectations. Inconsistent use of formative assessments to analyze, plan and progress monitor.

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

- School Plan under State Accountability   
  Title I School-wide 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)
Analyze the Common Core Standards to clearly identify what students are expected to do and how they will show proficiency through each domain.	2012-2013 2013-2014	Classroom teachers, administration, support staff, TEC, Facilitator, School Leadership Team (SLT), Teacher Leaders (TL) IS partners	General funds, Title I, Title II and mill levy.	Analysis, discussion and reflection whole group, content/language objectives posted and in lesson plans and visible in student learning during walk-throughs by peer observations, administrative observations, SLT walk-throughs, IS partner walk-throughs	In progress
Grade level teams meet to incorporate CCSS into our units of study (reading, writing, and math) to the CCSS standards.	2012-2013 2013-2014	Classroom teachers, administration, TEC, Facilitator, special education staff, TL	General funds, Title I, Title II and mill levy.	Electronic unit plans will be turned in to administration, Nov. 8, 2012 Dec. 21, 2012	In progress



				Jan. 7, 2013 Feb. 7, 2013 March 19, 2013 April 18, 2013	
Determine essential learning and assessment based on CCSS for reading, writing, and math.	2012-2013 2013-2014	Classroom teachers, administration, TEC, Facilitator, special education teachers	General funds, Title I, Title II and mill levy.	Electronic unit plans will be turned in to administration, Nov. 8, 2012 Dec. 18, 2012 Jan. 7, 2012 Feb. 7, 2013 March 19, 2013 April 18, 2013	In progress
Align assessments and SMART goals to the CCSS essential learning in Reading, writing and math content area (K-5) ECE-K -oral language development (speaking and listening)	2012-2013 2013-2014	Classroom teachers, special education teachers	General funds, Title I, Title II and mill levy.	During weekly grade level data team/planning 3 X per month	In progress
Hold parent meetings to introduce parent to the Common Core State Standards and grade level tie-ins beginning with a Welcome Back to School Barbecue and required Title I Parent meeting.	Aug. , 2013 Sep. 2013 Nov. 2013 Jan. 2014 April, 2014 May, 2014	All staff members	Title I	Sign-in sheets	Not Begun
Hire 1.47 FTE teachers to maintain small class size at the 1 <sup>st</sup> grade.	2013-2014	Title 1 first grade teachers	Title I, General Funds	Spring, 2013	Completed

\* 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** Implement the 6-Step Data Team Process with Fidelity and continue Compelling Conversations.  
**Root Cause(s) Addressed:** Inconsistent use of formative assessments to analyze, plan and progress monitor.

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

- School Plan under State Accountability   
  Title I School-wide 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)
Facilitate an overview of the data team process					
Monitor and adjust guided reading instruction and intervention groups during <b>Compelling Conversations</b> held with principal and Facilitator. (Literacy Teachers )	3 times per year September – 2012- May 2014	Principal Classroom Teachers Mild Moderate Teachers Interventionists Facilitator	General Funds Title I Title II Mil Levy	Monitor number of students below grade level determined by DRA2/EDL2 pre/post assessments and multiple measures which may include DRA2 progress monitoring passages, Running Records, STAR, DIBELS, AR data Oct. 2, 2012 Nov. 6, 2012 Dec. 4, 2012 Feb. 5, 2012 March 5, 2012 April 2, 2012	In progress
Monitor and adjust math instruction and intervention groups during <b>Compelling Conversations</b> held with principal. (3-5 math teachers )	3 times per year September – 2012- May 2014	Principal Classroom Teachers Mild Moderate Teachers Interventionists	General Funds Title I Title II Mil Levy	Monitor number of students who are below grade level determined by RSA's, pre and post assessment, formative assessment	In-Progress



		Facilitator		Oct. 2, 2012 Nov. 6, 2012 Dec. 4, 2012 Feb. 5, 2012 March 5, 2012 April 2, 2012	
Assign writing prompts (to include the interims) scored with the rubric and shared vertically.	2013-2014	Principal Classroom Teachers Mild Moderate Teachers, support staff, Interventionists, Facilitator	General Funds Title I Title II Mil Levy	Assessment days Dec. 2012, May 2013, Sept., 2012, Dec. 2013 and May 2014	Not begun
Form study groups around the LEAP Framework indicator, High Impact Instructional Moves, to improve instructional practice in all content areas and identify strategies for teaching.	2012-2013	Classroom Teachers Mild Moderate Teachers Facilitator Support teachers Teacher Effectiveness Coach	General Funds Title I Title II Mil Levy	Vertically analyze teacher and/or student work samples to demonstrate implementation of effective teaching strategies Year-end study group presentations	In progress

Major Improvement Strategy #3: \_\_\_\_\_ Root Cause(s) Addressed: \_\_\_\_\_

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	Key Personnel*	Resources (Amount and Source: federal, state,	Implementation Benchmarks	Status of Action Step* (e.g., completed,
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	2013-2014)		and/or local)		in progress, not begun)

**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**

**Proposed Budget for Use of the Title I Priority Performance Challenge (PPC) Set Aside in 2013-14.** This chart **must** be completed for any district that accepts Title IA funds and has a Priority Improvement or Turnaround plan type. In the chart, include all proposed Title IA PPC set aside activities for FY 2013-14. Activities should have already been referenced in the action plans of this template (Section IV). List references to that plan in the crosswalk. Add rows in the table, as needed. The total should equal 10% of the district's projected 2013-14 Title IA allocation. Because the 2013-14 allocation is not yet available, use the 2012-13 allocation as a baseline.

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
Hire 1.47 FTE teachers to maintain small class size at the 1 <sup>st</sup> grade.	Hire 1.47 FTE teachers to maintain small class size at the 1 <sup>st</sup> grade.	\$132,234.00
Analyze the Common Core Standards (CCSS) to clearly identify what students are expected to do and how they will show proficiency through each domain.	Classroom teachers with support of Title 1 facilitator will delve into the CCSS.	\$59760.00
Grade level teams meet to incorporate CCSS into our units of study (reading, writing, and math) to the CCSS standards.	Classroom teachers with support of Title 1 facilitator will delve into the CCSS.	See Above
Determine essential learning and assessment based on CCSS for reading, writing, and math.	Classroom teachers with support of Title 1 facilitator will delve into the CCSS.	See Above
Align assessments and SMART goals to the CCSS essential learning in Reading, writing and math content area (K-5) ECE-K -oral language development (speaking and listening)	Classroom teachers with support of Title 1 facilitator will delve into the CCSS.	See Above
Monitor and adjust guided reading instruction, math and intervention groups during <b>Compelling Conversations</b> held with principal and Facilitator.	Teachers will meet with principal and Title 1 facilitator to monitor math and reading instruction and interventions.	See Above
Assign writing prompts (to include the interims) scored with the rubric and shared vertically.	Classroom teachers with support of Title 1 facilitator will score and analyze student writing.	See Above
Hold parent meetings to introduce parent to the Common Core State Standards and grade level instruction beginning with a Welcome Back to School Barbecue and required Title I Parent meeting.	This activity is aligned to Major Improvement Strategy: Implement standards based instruction across the core. We will begin an introduction to the CCSS at this time.	\$2547.00
<b>Total (The total should equal 10% of the district's projected 2013-14 Title IA allocation. (If unknown, use the 2012-13 allocation.)</b>		<b>\$1353.00</b>