Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 1785   School Name: COLE ARTS AND SCIENCE ACADEMY   SPF Year: 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 2012-13. 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. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % Proficient and Advanced (%P+A) in reading, writing, math and science **Expectation:** %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	71.43%	-	39.21%	30.14%	-	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%	52.48%	-	49.78%	14.29%	-	
		W	53.52%	57.77%	-	22.91%	23.29%	-	
		S	47.53%	48.00%	-	17.14%	9.72%	-	
Academic Growth	Median Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. **Expectation:** If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	50	69	-	51	56	-	
		M	61	99	-	48	75	-	
		W	60	85	-	48	58	-	
		ELP	-	-	-	52	66	-	

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Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	**Median Growth Percentile** **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, and students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: **Meets** * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	**Graduation Rate** **Expectation:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate **Expectation:** At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework 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 ELLs.	-	
	Dropout Rate **Expectation:** At or below state average overall.	-	-	-	
	Mean Colorado ACT Composite Score **Expectation:** At or above state average.	-	-	-	

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Accountability Status and Requirements for Improvement Plan

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool for public viewing at www.schoolview.org

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment			
ESEA and Grant Accountability			
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 is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

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 or Expedited Review? If so, 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 Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program (CGP)
☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Julie Murgel, Principal
	Email	Julie_Murgel@dpsk12.org
	Phone	720-423-9120
	Mailing Address	3240 Humboldt St., Denver, CO 80205
2	Name and Title	Jennifer Jackson, Asst. Principal
	Email	Jennifer_Jacksion@dpsk12.org
	Phone	720-423-9120
	Mailing Address	3240 Humboldt St., Denver, CO 80205

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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 the Unified Improvement Planning Handbook.
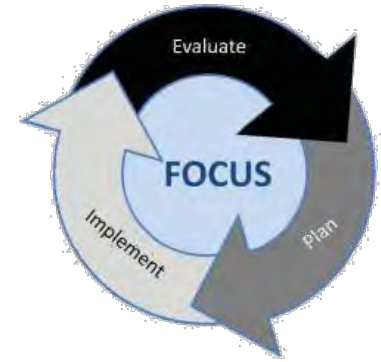
Data Narrative for School
Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections is included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis)* have been provided to organize the data referenced in the narrative.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	**Review Current Performance:** Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	**Trend Analysis:** Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	**Root Cause Analysis:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Cole Arts and Science Academy's (CASA) UIP starts with the school's local demographic data in Part 1. CASA demographic data is significant because it details specific components of this restructured school that despite its decades of historical failure is defying the odds and showing positive trends. Then, in Part 2 and 3 CASA's academic performance and cultural data are summarized.

Part 1: Significant **demographic data** points are as follows:
- 540 Pre-Kindergarten to 5th grade student enrollment.

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- The middle school grades of the former PK-8 school were phased out in 2013.
- 96% Free-Reduced Lunch Rate
- 73% of the students are Hispanic, 18% Black, 6% White, and 3% Two or more races.
- Over 50% of CASA's students are English language learners
- 14% of the students receive special education services and 8% are designated gifted and talented.
- There are 68 staff members-58% are white, 27% Hispanic, 13% Black, 1% Asian, and 1% Two or more races.
- Of the 34 teachers, 11 are first year teachers.
- Over 56% of the students live in the school boundary and 44% choice into the school.
- CASA was the third school in the state to be granted innovation status under the Colorado State Innovation Schools Act.
- CASA has a unique partnership with Denver Science School of Technology (DSST), where a PK-12 pipeline to college on a shared campus is being developed.

DEMOGRAPHIS SUMMARY: CASA is located in the Cole Neighborhood of Northeast Denver. The Cole neighborhood became part of the City under the Territorial Session Laws of 1874. The neighborhood is bounded by 32nd and 40th Avenues, and York and Downing Streets. The neighborhood is adjacent to the neighborhoods of Five Points, Elyria-Swansea, Whittier, Clayton, and Skyland.

The Piton foundation data lists the Cole neighborhood's population at 4,651 (2010 data), while 957 students from the neighborhood were enrolled in DPS in 2011. About 20% of the population is non-Latino white, 16% is African American, with 61% identified as Latino, and the remaining percentages filled by less than 1% each of Native Americans, Asian/Pacific Islanders, and other. Multi-racial people make up 1.7% of the population. Approximately 41% of people are foreign born, and 35% identify as non-English speakers. 26% percent of the neighborhood population lives in poverty (2000 Data).

CASA is located in a historical building, formerly the Cole Middle School building. Starting in 2011, the school began sharing the building with Denver School of Science at Technology Middle School, and began the process of ending middle school instruction as part of the CASA program. Starting in 2014, DSST will also open a high school on the campus. The building stands 3 stories high with large pillars at the entryway, and serves as the neighborhood's focal point. Both the school and neighborhood were named for Carlos M. Cole, who was Superintendent of Denver Public Schools from 1915-1920, and was instrumental in establishing junior high schools in Denver.

CASA is an innovation school, which means, essentially, that though the school is a district based school, there is latitude for the school to opt out of certain aspects of the district policies and procedures. CASA has waivers from DPS board policy, Denver Classroom Teachers Association Union bargaining agreements, and Colorado state polices. These waivers permit the school to set its own budgeting, time, programming, and staffing priorities. Also, the waivers allow the school to be more responsive to the market in which it is located. The CASA community sought innovation status in 2008 so that they could create a true neighborhood school, a place that sought only to serve the needs of the children of the 80205 ZIP code in which the Cole building is located.
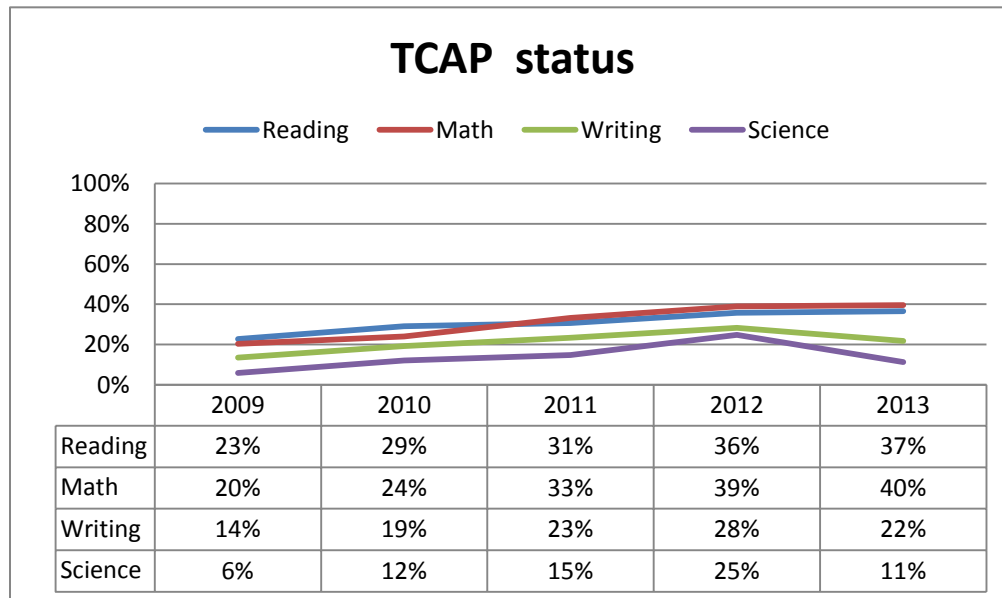
Part 2: The C.A.S.A. Leadership Council (CLC-Composed of 4-teachers, 2-staff members, 3-parents, 3-community members, and 1-principal) participated in a data dive to analyze both school wide and individual student data. The academic data analyzed included TCAP results, DRA scores, WIDA Access scores, and Dibel's results, whereas the culture data included suspension rates, behavior data, enrollment data, and results from student, staff, and parent satisfaction surveys. As a result, an extensive summary was drafted that included academic status, growth achievement and culture data. The summarization encompassed five years of academic performance trends organized under five major sections:
1. **TCAP/CSAP Status and Growth Data**: The percentage of 3rd to 5th and 8th grade students proficient or advanced, Median Growth Percentiles, and Growth Gaps in Math, Reading, Writing, and Science on Spring TCAP/CSAP exams from 2009 through 2013.

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2. **WIDA Access data**: The English language acquisition results for Kindergarten to 5th and 8th grade students on a continuum of six performance ratings. .
3. **Fall 2013 DRA/EDL reading scores:** Current English and Spanish instructional reading scores for students from Kindergarten to 5th grade.
4. **TCAP Assessment Framework Analysis**: Analysis of high point value reading, writing, and math standards assessed on TCAP compared to CASA 3rd to 5th and 8th grade proficiency on the items.
5. **Dibels and Core Phonics Reading Assessments**: The reading results for K to 5th grade students from Fall 2013.

Although, the performance achievement trends outlined in **Part 2** were consistent across the above five measurements, *the TCAP/CSAP status, TCAP/CSAP growth, and TCAP/CSAP growth gaps* results, which best describe CASA's achievement performance are summarized below.

TCAP/CSAP ACADEMIC STATUS: Even though the school's TCAP/CSAP scores in reading, writing, math, and science are low, under the state average, and not meeting the state targets, the overall status scores have improved in all 4 areas since 2009. Despite the improvement in academic status, the school must continue to significantly move students from Unsatisfactory and Partially Proficient to Proficient and Advanced. The academic status data is illustrated in the graph below.

TCAP status

—— Reading —— Math —— Writing —— Science

	2009	2010	2011	2012	2013
Reading	23%	29%	31%	36%	37%
Math	20%	24%	33%	39%	40%
Writing	14%	19%	23%	28%	22%
Science	6%	12%	15%	25%	11%

READING STATUS: The percent of 3rd to 8th graders proficient or advanced on the Reading TCAP (CSAP) has increased from 22% to 37% between 2009 and 2013, averaging approximately 3% increase each year. The lowest performing grade in reading were 8th graders, with the 5th graders performing the highest, increasing by 15 percentile points as compared to the previous year. Note, the percentage of elementary students proficient or advanced is 39%, which is important given that moving forward from 2013 the school will consist of only elementary students.

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	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2009	22%	19%	16%	38%	18%	N/A
2010	25%	17%	28%	45%	35%	25%
2011	22%	28%	28%	27%	34%	42%
2012	48%	27%	33%	N/A	31%	42%
2013	37%	37%	42%	N/A	N/A	29%

TCAP Reading
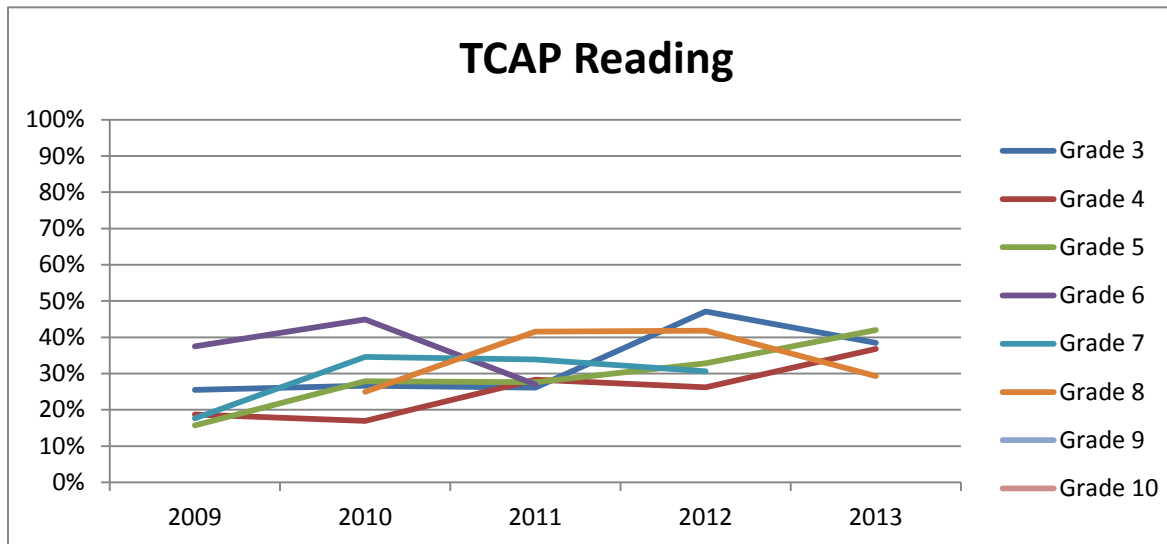
MATH STATUS: The percent of 3rd to 8th graders proficient or advanced on the Math TCAP (CSAP) has increased from 20% to 40% between 2009 and 2013. In 2013, 4th grade students were the only students to perform better than the previous 4th grade with a 17% increase. In 2013, 3rd, 5th, and 8th grade decreased in the percentage of students who scored proficient and advanced on the Math TCAP. Third grade decreased 7% points from 56% to 49%, 5th grade decreased 10% points from 43% to 33%, and 8th grade decreased 27% from 41% to 14%. The gap between the percentage of 8th graders proficient or advanced (14%) in Math in 2012 compared to all other grade levels is significantly

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large; however there was 1% increase from how the same students performed in 2011. Also, the data does not depict the significant number of 8th graders that improved from U to PP, which is captured in the 8th grade growth scores. See the table and graph below for details.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2009	19%	25%	20%	27%	10%	N/A
2010	37%	23%	28%	14%	25%	14%
2011	33%	52%	26%	23%	36%	30%
2012	56%	44%	43%	N/A	13%	41%
2013	49%	61%	33%	N/A	N/A	14%

TCAP Math
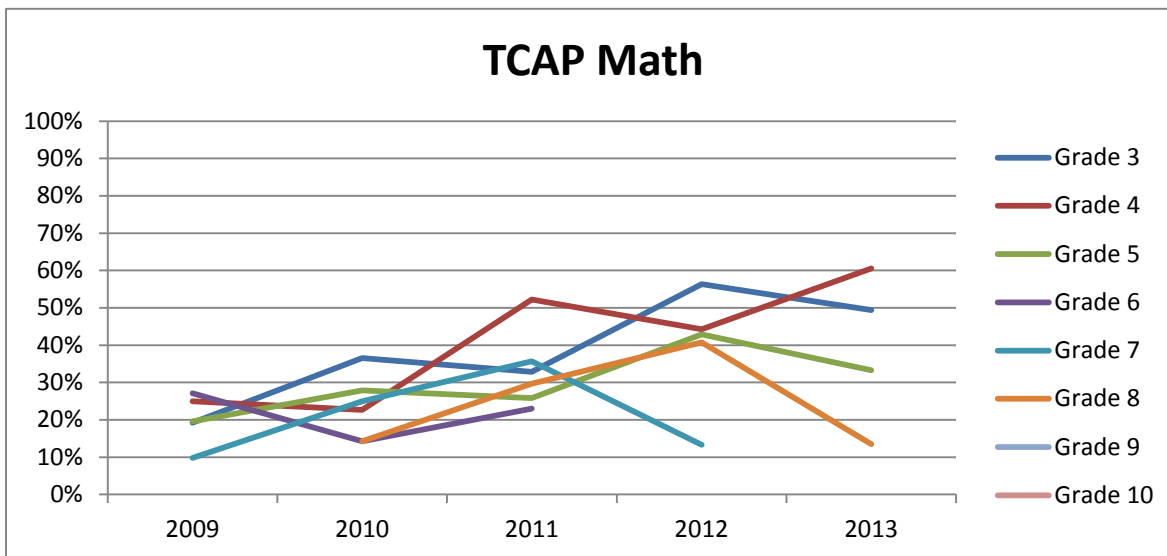
WRITING STATUS: The percent of 3rd to 8th graders proficient or advanced on the Writing TCAP (CSAP) has increased from 13% to 28% between 2009 and 2012. In 2013, writing decreased 6% points from 28% to 22%, which was the first decrease in 5 years in any content. Just as in Math, 4th grade was the only grade where an increase in the percentage of students proficient or advanced increased by 15% points from 7% to 21%. 3rd and 8th grade decreased while 5th grade stayed the same in the percentage of students who scored proficient and advanced on the Writing TCAP. Even though fifth graders decreased in the percentage of students scoring proficient or advanced in Math, they increased in reading,

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and stayed the same in writing.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2009	8%	8%	18%	15%	20%	N/A
2010	13%	15%	23%	33%	17%	14%
2011	12%	18%	26%	26%	36%	26%
2012	31%	7%	28%	N/A	32%	40%
2013	14%	22%	28%	N/A	N/A	24%
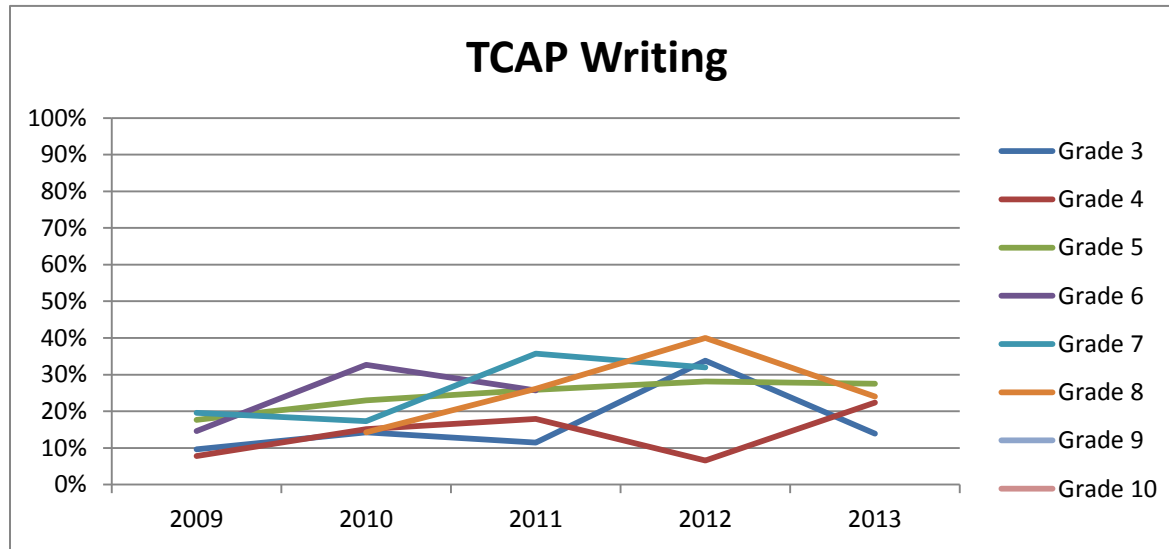
TCAP Writing

TCAP/CSAP STATUS GENDER GAPS SUMMARY: Even though the percentages of students scoring advanced and proficient in all content areas (Reading, Writing, Math, and Science) on TCAP has increased over 5 years, the gap analysis revealed that the gap between female and male students is increasing. Specifically, female students are showing significant increases, while the male students are showing minimal increases. For the first four years female students outperformed male students in reading and writing until 2012 when the female students outperformed the male students in all content areas (reading, writing, math, and science).

Reading	2010	2011	2012

Male	24%	27%	27%
Female	33%	33%	44%
Diff	9%	6%	17%
Writing			
Male	15%	16%	18%
Female	22%	30%	37%
Diff	7%	14%	19%
Math			
Male	28%	34%	36%
Female	21%	32%	42%
Diff	-7%	-2%	6%
Science			
Male	12%	18%	24%
Female	2%	11%	25%
Diff	-10%	-7%	1%

TCAP/CSAP STATUS RACE/ETHNICITY GAPS SUMMARY: Even though the percentages of students scoring advanced and proficient in all content areas (Reading, Writing, Math, and Science) on TCAP has increased over 5 years, the gap analysis revealed that the gap between the school majority race/ethnic groups (Black and Hispanic students) is minimal with Hispanic students beginning to outperform Black students in 2013. The gap between the school majority race/ethnic groups (90% Hispanic and Black students) and the school minority groups (10% Multi-race and White-non Hispanic) is increasing significantly.

	Reading			Writing			Math			Science		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Black	32%	35%	29%	26%	29%	18%	29%	36%	33%	10%	30%	10%
Hispanic	27%	31%	34%	21%	23%	20%	32%	36%	39%	16%	16%	9%
Multi Races	67%	60%	75%	58%	60%	38%	50%	70%	75%	33%	80%	25%
White (not Hispanic)	41%	88%	91%	35%	69%	64%	53%	87%	82%	0%	67%	60%

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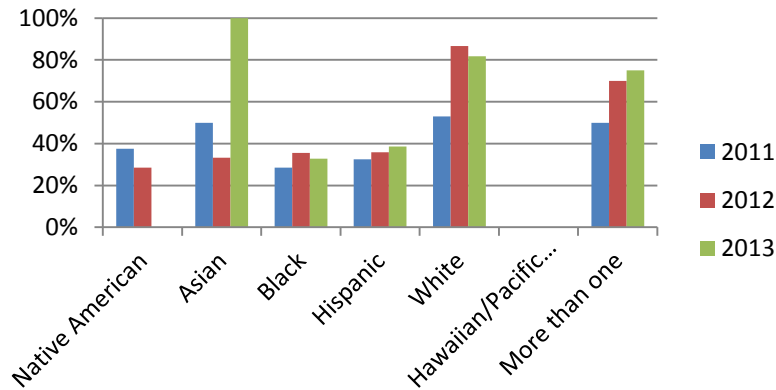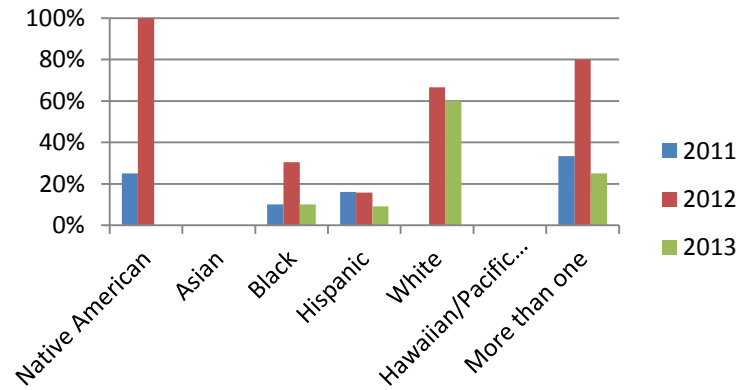
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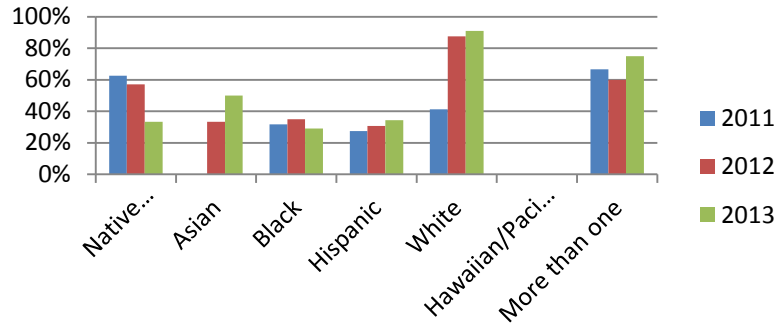
TCAP Reading

TCAP Writing
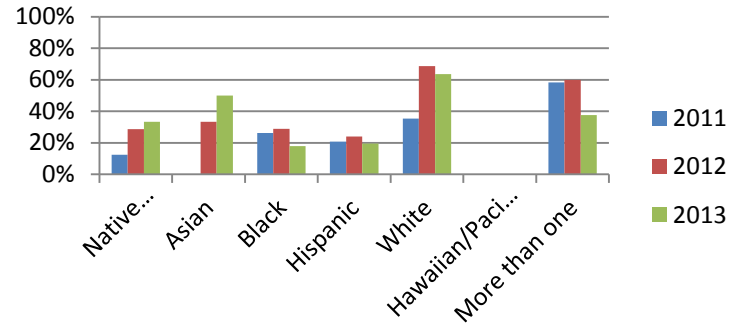
TCAP Math

TCAP Science

TCAP/CSAP GROWTH SUMMARY: Even though the overall school's TCAP/CSAP median growth percentiles in reading, writing, and math exceed the 50 typical growth level, with a 53 MGP in reading, 55 MGP in math, and 51 in writing, the growth rates are not enough to eliminate the achievement gap in the next 3 years. Also, the difference between the MGPs in elementary school and middle school grade levels indicate that the middle grade students are growing at a much faster rate than the elementary students. Please see graphs and tables below for details.
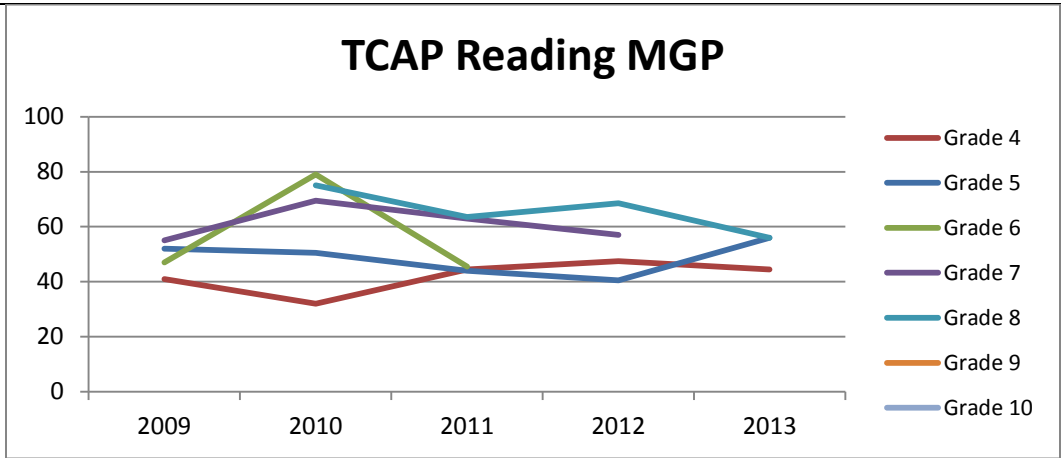
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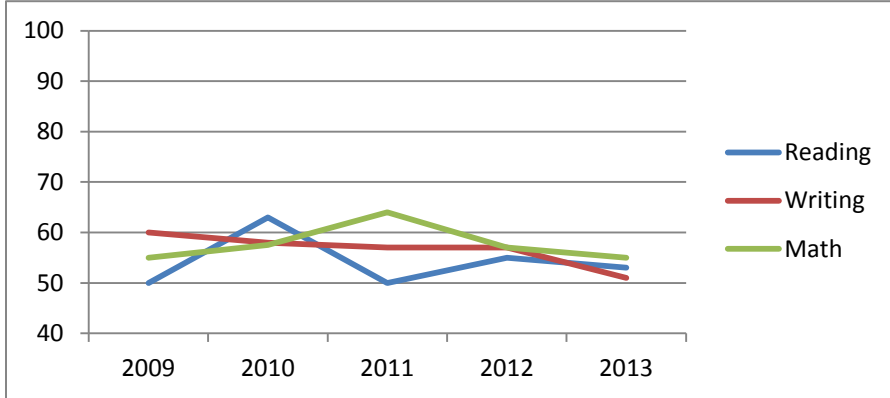
Elementary (4th and 5th Grade): In the elementary grades, CASA met the state median percentile in math (48), reading (51), and writing (48).

Middle School (8th Grade): In the middle years, CASA also met the state median percentile in reading (56), writing (58), and mathematics (75).

READING MEDIAN GROWTH PERCENTILE: From 2009 to 2013, the MGPs in reading have varied from 50 to 63 to 50 to 55 to 52. Specifically, 4th grade had the lowest MGP at 44.5. The table below depicts the difference between the middle and elementary school MGPs, with both 5th and 8th grade growing at a higher rate than 4th grade. Note, 5th grade had the highest MGP in 2013 out of all the years.
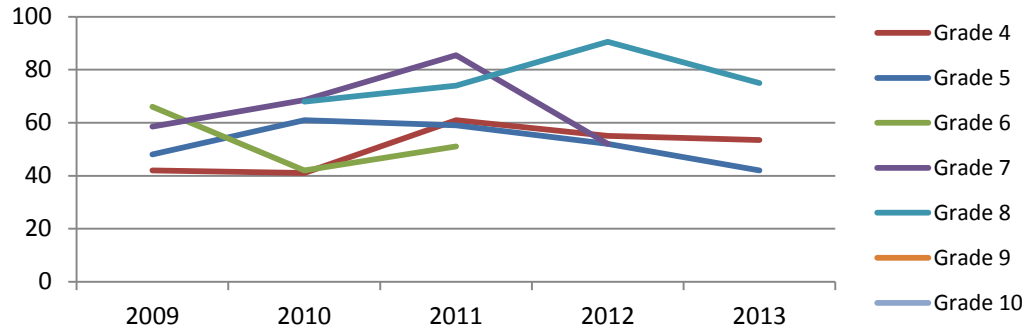
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2009	42	53	49	55	N/A
2010	33	53	79	69.5	76
2011	44.5	44	48	64	61.5
2012	47.5	42	N/A	63	66
2013	44.5	56	N/A	N/A	56

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TCAP Reading MGP

- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10

MATH MEDIAN GROWTH PERCENTILE: From 2009 to 2011, the overall MGPs in math have gradual improved from 55 to 58 to 64, then dipped in 2012 to 57 percentile and 52 in 2013. Since 2009, middle school has often exceed state MGP expectations as seen with MGPs as high as 92, 86, 76, and 75. The MGP in 5th grade math in 2013 significantly impacted the overall math MGP at 42, which was different from how the same 5th graders grew in reading (56) and writing (53).

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2009	42.5	50	67	59	N/A
2010	43.5	62.5	42	68.5	71
2011	64	59	51	86	75.5
2012	54.5	52	N/A	52	92
2013	54	42	N/A	N/A	75

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TCAP Math MGP

Legend:
- Grade 4
- Grade 5
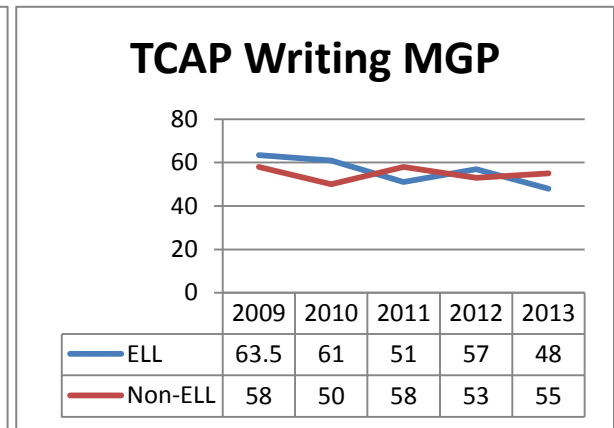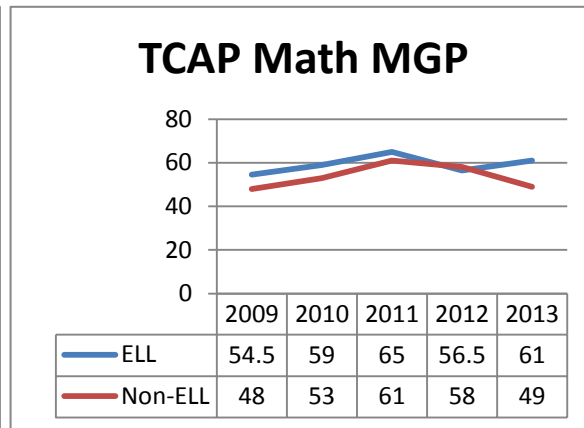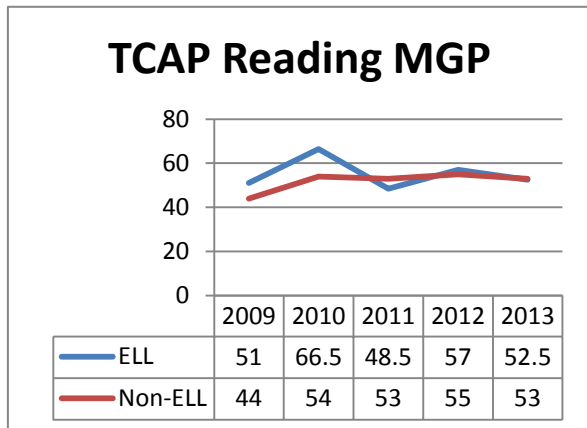- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10

WRITING MEDIAN GROWTH PERCENTILE: From 2009 to 2011, the MGPs in writing have gradually decreased from 60 to 58 to 57, remained the same in 2012 at 57 percentile then dropped to 51 in 2013. Even though 4th grade had the lowest MGP at 44, the MGPs increased from 32 to 42 to 44 . The 5th grade MGP has also increased consequatively for 3 years from 42 to 49 to 56. The table below depicts the difference between the middle and elementary school writing MGPs, with 8th grade growing at a higher rate than 4th and the same as 5th, but decreasing 3 years in a row from 75 to 60 to 56.

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2009	43	68	61	69	N/A
2010	34	46	79	60.5	58
2011	32	42	59	63	74.5
2012	42	49	N/A	60	60
2013	44	56	N/A	N/A	56

School Code: 1785   School Name: COLE ARTS AND SCIENCE ACADEMY

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TCAP Writing MGP

Legend: Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10
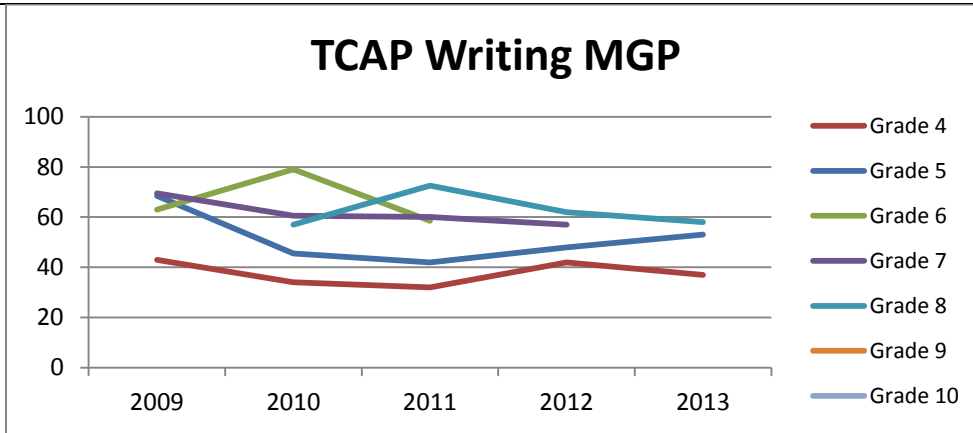
TCAP/CSAP GROWTH GAPS:

ENGLISH LANGUAGE LEARNER COMPARISON: Overall, the Median Growth Percentiles in reading for ELLs and Non-ELLs are fairly close. In math, the MGPs for ELLs compared to Non-ELLs, has been higher four out of the five school years, with 2013 having the largest gap of 12 percentile points. In writing, Non-ELLs had a higher MGP in than ELLs, which has not been consistent across the years.

TCAP Reading MGP

	2009	2010	2011	2012	2013
ELL	51	66.5	48.5	57	52.5
Non-ELL	44	54	53	55	53

TCAP Math MGP

	2009	2010	2011	2012	2013
ELL	54.5	59	65	56.5	61
Non-ELL	48	53	61	58	49

TCAP Writing MGP

	2009	2010	2011	2012	2013
ELL	63.5	61	51	57	48
Non-ELL	58	50	58	53	55

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FREE AND REDUCED LUNCH COMPARISION: Overall, the Median Growth Percentiles in reading and writing for students designated as Non-FRLs and FRL are fairly close. However, the MGPs in math students designated Non-FRL outpaced the growth of students designated FRL. From 2009 to 2013 the MGPs in all grades and content areas have remained steady in the FRL category; whereas MGPs for students designated as Non-FRL have varied.
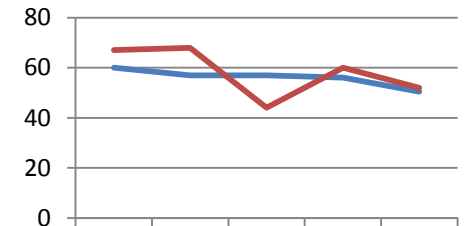
TCAP Reading MGP
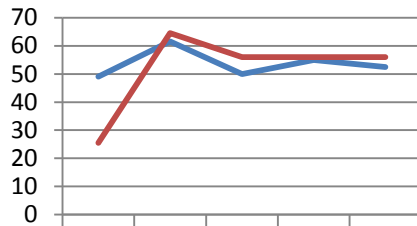
	2009	2010	2011	2012	2013
FRL	49	61.5	50	55	52.5
Non-FRL	25.5	64.5	56	56	56

TCAP Math MGP
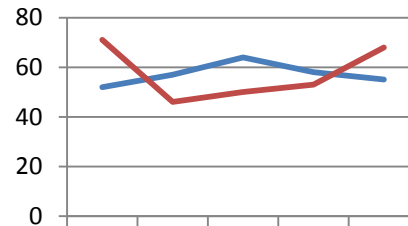
	2009	2010	2011	2012	2013
FRL	52	57	64	58	55
Non-FRL	71	46	50	53	68

TCAP Writing MGP

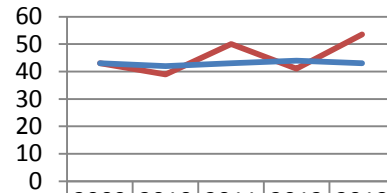|	2009	2010	2011	2012	2013
FRL	60	57	57	56	50.5
Non-FRL	67	68	44	60	52

SCHOOL AND STATE SPECIAL EDUCATION RESULT COMPARISON: Overall, the Median Growth Percentiles in reading, math, and writing for CASA students with special needs compared to students with special needs in Colorado are higher. From 2013, the MGPs for students with special needs in Colorado have remained steady, whereas MGPs for CASA students with special needs outpaced the state in reading, math, and writing. See the graphs below.
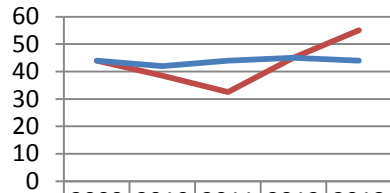
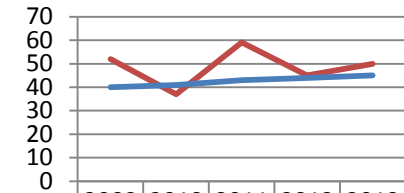School Code: 1785   School Name: COLE ARTS AND SCIENCE ACADEMY

TCAP Reading MGP

	2009	2010	2011	2012	2013
School SPED	44	38.5	32.5	45	55
State SPED	44	42	44	45	44

TCAP Math MGP

	2009	2010	2011	2012	2013
School SPED	43	39	50	41	53.5
State SPED	43	42	43	44	43

TCAP Writing MGP

	2009	2010	2011	2012	2013
School SPED	52	37	59	45	50
State SPED	40	41	43	44	45

RACE/ETHNICITY COMPARISON: The reading MCPs stayed the same from 2012 to 2013 for Hispanic students. White students MGP for reading increased from 60 to 69. Black students decreased from 55 to 52.

TCAP Reading MGP
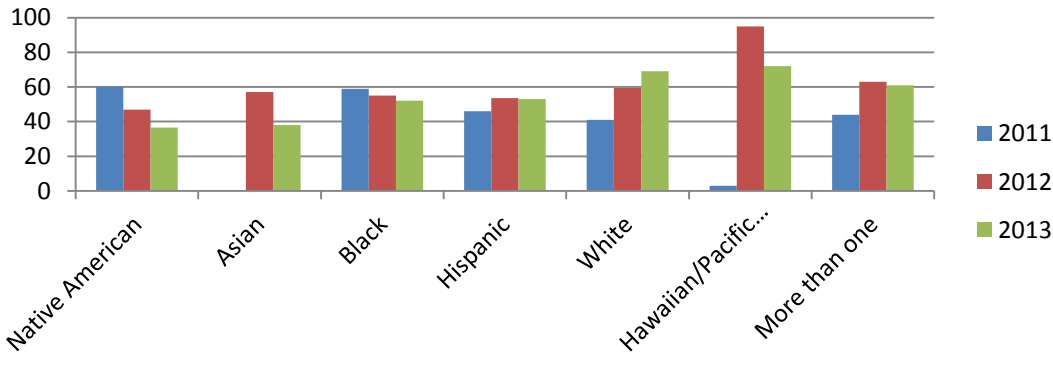
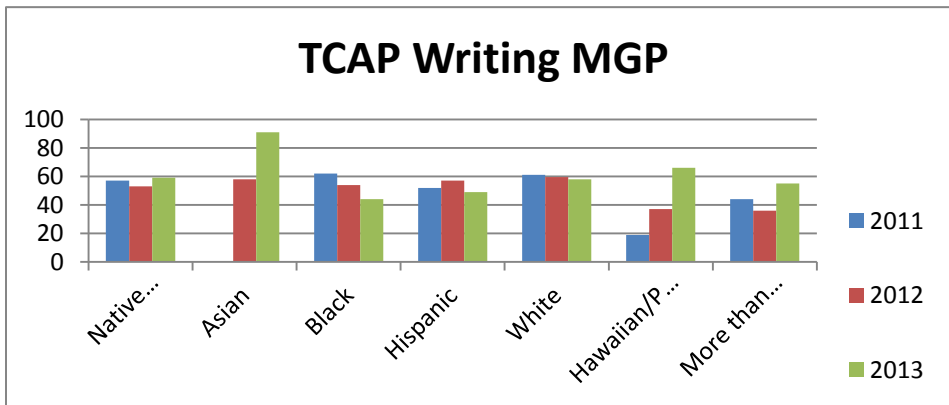|	Native American	Asian	Black	Hispanic	White	Hawaiian/Pacific Islanders	More than one
2011	60	N/A	59	46	41	3	44
2012	47	57	55	53.5	59.5	95	63
2013	36.5	38	52	53	69	72	61

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RACE/ETHNICITY COMPARISON: In math, both White and Black students had lower MGPs in 2013, whereas Hispanic students increased slightly from 55 to 58.

TCAP Math MGP
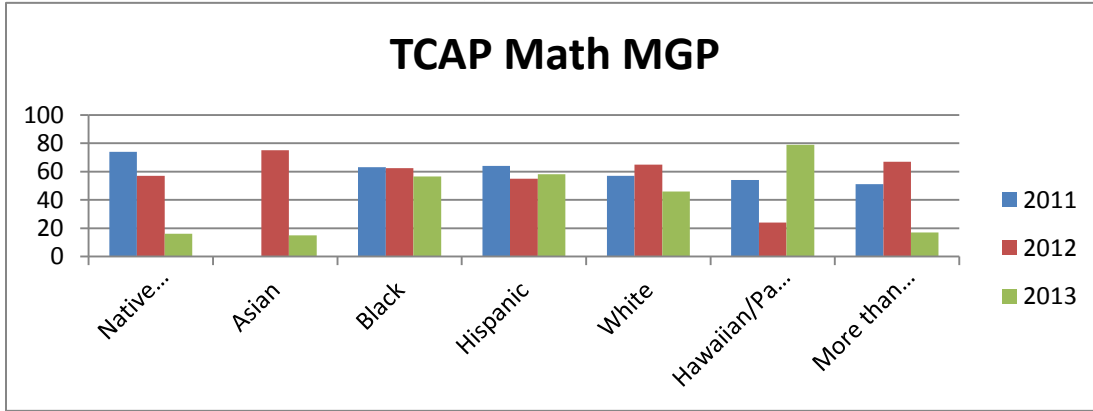
	Native American	Asian	Black	Hispanic	White	Hawaiian/Pacific Islanders	More than one
2011	74	#N/A	63	64	57	54	51
2012	57	75	62.5	55	65	24	67
2013	16	15	56.5	58	46	79	17

In writing all MGPs decreased for Hispanic, Black, and White students.

TCAP Writing MGP

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	Native American	Asian	Black	Hispanic	White	Hawaiian/Pacific Islanders	More than one
2011	57	#N/A	62	52	61	19	44
2012	53	58	54	57	59.5	37	36
2013	59	91	44	49	58	66	55

WIDA ACCESS Results: The comparison for ELLs in 2013 to the previous school year was somewhat difficult given that the test used to measure English development changed from the CELA to the WIDA Access exam. The number of second language learners (279 students) achieving the highest level on both exams did not changed significantly between 2012 and 2013. Overall ELLs are making progress in listening, speaking, and reading. The area of growth is in writing. The highest percentage of second language learners are in the "developing" and "expanding" ranges. Please see charts below for details.
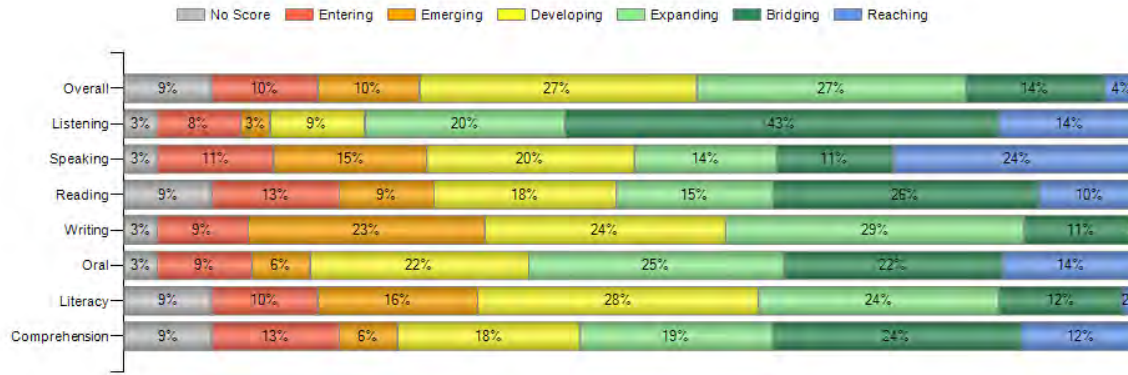
Measure	Total	No Score (NS)		Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)		Bridging & Reaching (5+)	
Overall	279	24	9%	29	10%	28	10%	76	27%	74	27%	38	14%	10	4%	48	17%
Listening	279	9	3%	23	8%	8	3%	26	9%	55	20%	119	43%	39	14%	158	57%
Speaking	279	9	3%	32	11%	42	15%	57	20%	39	14%	32	11%	68	24%	100	36%
Reading	279	24	9%	35	13%	26	9%	50	18%	43	15%	73	26%	28	10%	101	36%
Writing	279	9	3%	25	9%	65	23%	66	24%	82	29%	31	11%	1	0%	32	11%
Oral	279	9	3%	26	9%	16	6%	60	22%	70	25%	60	22%	38	14%	98	35%
Literacy	279	24	9%	29	10%	44	16%	77	28%	66	24%	34	12%	5	2%	39	14%
Comprehension	279	24	9%	35	13%	16	6%	50	18%	53	19%	68	24%	33	12%	101	36%

School Code: 1785   School Name: COLE ARTS AND SCIENCE ACADEMY
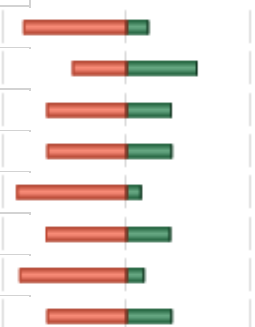
Cole Arts and Science Academy - 188 Overall

2012 CELA Proficiency Level	2013 ACCESS Proficiency Level	Count of Students	% Increasing at least one band	% Increasing two or more bands
	Entering (1)	6	85.0 %	42.5 %
	Emerging (2)	17		
Level 1 = 40	Developing (3)	16		
	Expanding (4)	1		
	Bridging (5*)	0		
	Reaching (6*)	0		
	Entering (1)	1	83.3 %	25.0 %
	Emerging (2)	5		
Level 2 = 36	Developing (3)	21		
	Expanding (4)	9		
	Bridging (5*)	0		
	Reaching (6*)	0		
	Entering (1)	0	61.4 %	20.0 %
	Emerging (2)	2		
Level 3 = 70	Developing (3)	25		
	Expanding (4)	29		
	Bridging (5*)	14		
	Reaching (6*)	0		
	Entering (1)	0	47.6 %	14.3 %
	Emerging (2)	0		
Level 4 = 63	Developing (3)	5		

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	Expanding (4)	28		
	Bridging (5*)	21		
	Reaching (6*)	9		

	Entering (1)	0	NaN	--
	Emerging (2)	0		
Level 5* = 0	Developing (3)	0		
	Expanding (4)	0		
	Bridging (5*)	0		
	Reaching (6*)	0		

Cole Arts and Science Academy - 188 Overall

Grade	CELA 2010	CELA 2011	CELA 10-11 Change	CELA 2012	CELA 11-12 Change	ACCESS 2013	CELA-ACCESS 12-13 Change
01	*	21.0	*	29.5	8.5	37.0	7.5
02	36.0	62.0	26.0	60.5	-1.5	64.0	3.5
03	*	46.5	*	38.0	-8.5	63.0	25.0
04	22.0	*	*	28.5	*	66.0	37.5
05	45.0	38.0	-7.0	19.5	-18.5	26.0	6.5
06	*	59.5	*	*	*	*	*
07	*	61.0	*	55.5	-5.5	*	*
08	52.0	*	*	*	*	66.0	*
All	51.0	47.5	-3.5	43.0	-4.5	53.0	10.0

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PART 3: In Part 3 of the data analysis section, school culture data was examined. During the examination, the following points were highlighted:

- In 2010, the attendance rate increased from 93.46% to 94.24%, slightly decreased in 2011 to 93.98%, and increased again to 94.08% in 2012.
- In 2013, the attendance rate stayed the same at 94.01%.
- The middle school attendance rates are higher than elementary across all five years.
- The attendance rates were lowest in ECE and K on Mondays.
- In 2011, the 74 total OSS was a 31% reduction from the previous year, followed by an additional reduction in 2013 with a total of 28 OSS.
- ISS had a 94% reduction from 2012.
- Starting in 2012, the discipline data is proportional to the student population according to race.

Student engagement and discipline

CASA has fairly high student attendance. In a population of 563 students in 2012-2013 (note: this, and all attendance data includes 8th grade students along with ECE-5th Grade), the school achieved a 94.01% attendance rate and a 3.24% tardy rate. 337 students were present over 95% of the time, while 110 students were absent more than 10 % of the time.

Average Attendance By Year
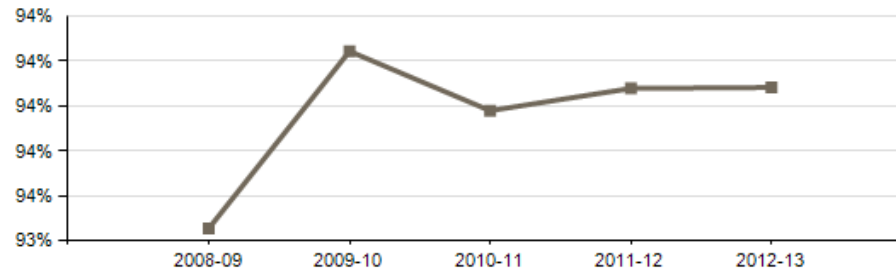
Attendance average has remained fairly steadily around the 94% range over the past few years. The attendance rates were lowest in ECE and K on Mondays. The school employs a family liaison who visits the homes of students with chronic attendance problems and works to build relationships with the family to encourage attendance. This system seems to work well, and helps keep attendance high while building the CASA community.   CASA has set an attendance goal of 95% for the 2013-2014 school-year.

CASA saw a huge drop in student suspensions from 2011-2012 to 2012-2013. Suspensions by student dropped from 80 to 28 over those two years, a positive sign and a good direction for the school. In 2012-2013 there were only 6 total ISS which was a 94% reduction. There were 454 total disciplinary referrals, which equals roughly a 50% reduction The school also so a reduction in disproportionality for African American students in discipline from roughly 59% to 31% of referrals, despite their population remaining consistently around 20% of our student body for each of the past two years.

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What are the perceptions of stakeholders?

All students in Denver Public Schools take a student satisfaction survey each year. In this, students are able to express their opinions and feelings about the school in an anonymous fashion. Below are some highlights from the 2012-2013 Student satisfaction survey for Cole Arts and Science Academy.

Denver Public Schools
2012-2013 School Satisfaction Survey
188 Cole ECE-8 ECE-8
Grade 3-5 Students

ALL Respondents	YES	?	NO	No Resp	Total N
1 I like going to school most days.	78%	-	22%	0%	197
2 My teacher is helping me learn more in reading.	92%	-	8%	0%	197
3 My teacher is helping me learn more in math.	97%	-	3%	1%	197
4 My teacher is helping me learn more in writing.	91%	-	8%	1%	197
5 My teacher cares about me.	92%	-	8%	1%	197

These five questions show that most students like school, and almost all (over 90% in each category!) feel that their teachers care and are helping them to learn.

ALL Respondents	YES	?	NO	No Resp	Total N
8 I feel safe and not scared when I am in school.	79%	-	20%	1%	197
9 There is an adult at my school I can go to when I am worried or scared or have a problem.	78%	-	21%	2%	197
10 Bullies and students who break the rules get into trouble.	90%	-	10%	1%	197

Questions 8-10 show a relatively high feeling of safety within the walls of the school. Additionally, students feel welcome to talk to an adult when needed, and feel that students who cause problems are dealt with.

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ALL Respondents	YES	?	NO	No Resp	Total N
13 I feel comfortable at school and do not worry about teasing, name-calling or kids being mean to me.	62%	-	37%	1%	197
14 Students at my school treat each other nicely.	44%	-	55%	1%	197
15 I am taught to respect people who are different from me.	95%	-	3%	3%	197
16 Adults at school treat me fairly and with respect.	84%	-	14%	2%	197

Quesitons 13-16 show an interesting dichotomy. Even though 95% of students say they are taught to respect difference, and 84% say that the adults at CASA treat them with respect, this may not be the case with students. Only 44% say that students treat each other nicely, and 62% do not worry about teasing, or other students being mean to them. This is an important difference, and may signal an important area for growth in the school.

Parent Satisfaction:
        In addition to student surveys, DPS schools also give parent satisfaction surveys that invite all parents to rate their schools. Some of the most important results from 3rd-8th grade parents are as follows:

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Denver Public Schools

2011-2012 School Satisfaction Survey

188 Cole ECE-8 ECE-8

Parents

ALL Respondents	SA	A	?	D	SD	No Resp	Total N
1 Overall, I am satisfied with this school.	48%	38%	7%	3%	1%	3%	372
2 I would recommend this school to others.	45%	36%	10%	2%	2%	5%	372
3 My child/children have shown growth in reading.	45%	40%	6%	2%	1%	6%	372
4 My child/children have shown growth in writing.	39%	40%	8%	2%	1%	11%	372
5 My child/children have shown growth in math.	45%	37%	5%	3%	1%	10%	372
6 My child/children have shown growth in science.	37%	39%	9%	2%	1%	13%	372
7 My child/children have shown growth in social studies.	33%	37%	13%	2%	1%	15%	372
8 My child/children are challenged by the work they are given.	37%	41%	10%	4%	1%	6%	372
9 This school prepares students for the CSAP tests.	41%	39%	12%	1%	1%	6%	372
10 This school provides a well-rounded education in P. E. , Art, Music, and other programs.	48%	38%	6%	2%	1%	5%	372

Most parents either agree or strongly agree that they are satisfied with CASA (86%), that their children are growing learners (various), and that the school is giving the students a quality, well-rounded education.

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ALL Respondents	SA	A	?	D	SD	No Resp	Total N
12 The principal at this school is a strong leader.	41%	34%	15%	2%	2%	6%	372
13 The teachers care about my child/children's success.	57%	31%	5%	0%	1%	6%	372

Parents also think that the CASA's principal is strong (75%), and that teachers care about the success of children (88%).

ALL Respondents	SA	A	?	D	SD	No Resp	Total N
20 I feel comfortable speaking with the Principal or Assistant Principal about my child/children.	38%	30%	11%	2%	3%	15%	372
21 I feel comfortable speaking with my child's/children's teacher(s) about my child/children.	45%	29%	5%	2%	1%	19%	372

Additionally, most parents agree or strongly agree that the school welcomes parents to talk with both teachers (74%) and the principal (68%) about the students.

ALL Respondents	SA	A	?	D	SD	No Resp	Total N
24 My child/children feel safe in the classrooms.	43%	41%	6%	1%	2%	7%	372
25 My child/children feel safe in the lunchroom or playground.	31%	41%	10%	3%	2%	13%	372
26 My child/children feel safe in the bathrooms, hallways.	31%	38%	13%	2%	2%	13%	372
27 My child/children feel safe going to and from school.	34%	41%	8%	3%	3%	12%	372

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Safety also scores highly in the parent satisfaction survey, with 84% of parents either agreeing or strongly agreeing that their child feels safe. Numbers do drop a bit when looking at specific parts of the school, or travel to and from school, but still remain relatively high.

ALL Respondents	SA	A	?	D	SD	No Resp	Total N
31 The school is a place where parents are treated with respect.	46%	38%	6%	2%	2%	6%	372
32 The faculty and staff promote understanding of various family cultures and backgrounds.	37%	40%	12%	2%	2%	6%	372
33 The school encourages parents to be involved in their children's education.	54%	35%	4%	1%	1%	5%	372

Finally, most parents feel they are treated with respect (84%), that the school promotes understanding of family cultures and backgrounds (77%), and that the school encourages parents to be involved (89%).

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Faculty satisfaction:

CASA staff participated in the DPS CollaboRATE survey in 2013 to evaluate how well the school is meeting the needs of its staff. Results are posted below.

	Below	At	Above
Higher	• I am aware of the top priorities for DPS.	• I can see a clear link between my work and the top DPS priorities. • I enjoy working with my peers. • I am aware of the new DPS Shared Core Values. • My supervisor efficiently and effectively addresses poor performance. • My job has a positive impact on DPS. • I believe in the DPS Shared Core Values. • The people I work with are willing to help each other, even if it means doing something outside their usual activities. • School or Department Shared Core Value - Fun • I receive feedback from my direct supervisor that is helpful in improving my job performance.	• I enjoy my work at DPS. • I feel valued and appreciated by my direct supervisor. • School or Department Shared Core Value - Integrity • School or Department Shared Core Value - Collaboration • I am proud to tell people I work for Denver Public Schools. • My direct supervisor regularly recognizes strong performance. • On our team we feel responsible for each other's success. • School or Department Shared Core Value - Students First • My direct supervisor is interested in me as a person. • School or Department Shared Core Value - Equity • I would recommend DPS to others as a good place to work. • School or Department Shared Core Value - Accountability • Employees in my school or department willingly provide candid and direct feedback to each other.

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Lower	• The communication within our school or department allows our team to understand how our efforts align with the district priorities.	• I am aware of the top priorities for my school or department. • I have the opportunity for personal development and growth at DPS. • I go above and beyond my day-to-day responsibilities to ensure my job gets done right. • I am involved in decisions that affect my work. • I take the initiative to make improvements and advance new ideas to make my team better. • I have a clear understanding of what is expected of me at work. • I find my job to be challenging and interesting.	• My direct supervisor is effective at providing the information and communication I need to do my job effectively. • I have the tools necessary to do my job effectively. • My direct supervisor is an effective leader. • I am recognized for the contributions I make to my team. • Our school or department celebrates our shared successes.

Overall, this data would suggest that CASA teachers generally like their jobs and enjoy working at the school. They respect supervisors and feel that in general, they are well cared for. The school should ensure that all teachers are supported in job performance and improvement.

TREND ANALYSIS: CASA can definitely be considered a successful school. The fact that overall academic success has been rising since the school's inception shows that the school is moving in the right direction. That the school was rated as a "Green" school on the 2011 and 2012 SPF was cause for great celebration. When the school began, Reading proficiency was only 22%, Writing only 13%, and Math proficiency was only 20%. Those numbers have risen dramatically since the first year. This is especially impressive when viewed in light of the previous closure of Cole Middle School and the failure of KIPP to open a successful school. There is a lot of pride within the school and within the larger Cole community in the fact that the school has been successful. From the principal to teachers, from parents to outside organizations involved in the school, all seem to take the success of the students personally, and take great pride that they are doing it – that is, achieving success for students.

With that said, CASA still has a long way to go. Even in its best year, around half of students were not successful on standardized tests. Large gaps remain between ELL and non-ELL students, and between different racial groups. These gaps cannot remain. The school still struggles to serve all students and to boost achievement to a level that ensures future success for all of those students. This may seem like a negative attitude, but it is not an attitude foreign to CASA staff and parents. The people of this community know that their students have a long way to go, that they have to achieve to a higher level, and that there is still a lot of hard work to do. Many of the parents and families have been failed by a similar school in the past, so there is constant awareness and cognition about how work needs to continue to create real change within the Cole community and its surrounding neighborhoods.

The growth gaps at CASA are small and have remained small. This is encouraging, as that is not a trend seen throughout DPS or the nation. Keeping growth gaps small or even showing negative growth gaps (traditionally lower achieving groups growing at a faster rate) is vital to building equity in schools. This would appear to mean that CASA is educating with equity, though of course these numbers could always stand to improve.

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That growth gaps are steady while achievement fluctuates seems to point even more clearly to instructional quality as an occasional weak link. Students tend to rise and fall together – all are receiving equitable instruction, but at times the instruction does not lead them to greater academic success. Again, this provides a fascinating series of questions to explore. What is different? What can be implemented more permanently to ensure that the years of decline do not happen?

The demographic section ties closely to some of the conclusions drawn from the culture data analysis. In that, the culture was the first, most important piece of the CASA "puzzle." Culture was something that was demanded by the market forces of the Cole neighborhood, and the historical significance of the Cole building. Culture has been implemented, and from this huge focus on culture, the academic gains shown in the data of CASA were possible. Perhaps the fluctuations come from different teachers' ability to instill a sense of culture within the classroom or from the decrease in student enrollment in the middle school. This is not to say that great curriculum and teaching have not had a huge impact as well, just that culture and community building have been stronger driving forces of the school. In 2013 when CASA changed back to yellow in overall SPF may signal an impact of the Middle School phase-out. At this time, it seems that CASA needs to turn its attention more to the instruction and curriculum that have been successful, and to learn from similar schools how to push on academic achievement in growth within an elementary school.

As of 2013, CASA has returned to being a school on the cusp of excellence (instead of being recognized for excellence). It is an uncomfortable position for a school that has seen so much growth. It seems that the school is now ready for a system that will allow instruction and learning to flourish with the vigor that community and culture have since the opening of the school and the attainment of innovation status.

What are the strengths and areas for growth?
As discussed above, strengths come in the small and steady growth gaps present. Without shrinking growth gaps in the school, status gaps cannot be eliminated. In particular, work with ELLs seems to be effective; whereas the district gaps between ELL and non-ELL students seem to be growing, at CASA that is not the case. Strong focus on the needs of these students is a highly successful part of the school program.

The school needs to grow in its overall academic status and overall growth. The growth has been steady over the lifespan of the school, but somewhat inconsistent from year to year. Though achievements need to be celebrated for the great success that they are, achievement levels still fall well below half of students attaining proficiency. The school has come far since its closure and subsequent failure of KIPP, but there is still more to be achieved.

TREND ANALYSIS: Within *Step 2*, the Trend Analysis, the examination of data from the three main parts of Step 1: demographics, achievement performance, and culture, multiple positive and negative trends were identified. The trends were identified in academic achievement, academic growth, and academic growth gaps. Please see the condensed list below for these trends.

ACADEMIC ACHIEVEMENT (STATUS):
- The number of students proficient or advanced in TCAP/CSAP reading, writing, math, and science has increased over the 5 years.
- In 2013 the percentage of students proficient or advance in reading TCAP/CSAP increased by 1% points from 36% to 37%.
- In 2013 the percentage of students scoring proficient or advanced in writing TCAP/CSAP decreased by 6% points from 28% to 22%.
- In 2013 the percentage of students scoring proficient or advanced in math TCAP/CSAP increased 1% from 39% to 40%.
- In 2013 the percentage of students scoring proficient or advanced in science TCAP/CSAP decreased by 14% points from 25% to 11%.
- From 2010 to 2012 the gender gap between female and male students increased in reading from 9% to 17%, in writing from 7% to 19%, in math from -7% to 6% and in science from -10% to 1%.

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- From 2012 to 2013 the race/ethnicity gap between the majority of the school population (Hispanic and Black students) and the minority school (White-non Hispanic and Multi Race students) population grew significantly, while the gap between Hispanic and Black students has also changed, where Hispanic students are outperforming Black students in math, writing, and reading.
- On the 2013 ACCESS exam, more second language learners from K-8th grade have reached "expanding, reaching, and bridging" levels compared to the previous school year.
- The number of students proficient or advanced in TCAP/CSAP in reading, writing, math, and science is well below the minimum state and district expectations.
- The difference in academic achievement between subgroups is minimal; however the ethnic/race gap of all groups from state and district targets is significant.
- Students with special needs at CASA are outperforming students with special needs in the State.
- The 4th grade students proficient or advanced in reading, writing, and math increased compared the pervious group of 4th graders.
- The 5th grade students proficient or advanced in math TCAP/CSAP significantly decreased by 10% points from 43% to 33%.

ACADEMIC GROWTH:
- The Median Growth Percentiles in reading, writing, and math exceed the 50 typical growth level, with 53 MGP in reading, 55 MGP in math, and 51 MGP in writing.
- The Median Growth Percentiles met the state targets and not enough to eliminate the achievement gap in the next 3 years.
- The difference between the MGPs in elementary and middle school indicate that the middle school students are growing at a faster rate than the elementary students.
- In the elementary grades, the MGPs were 48 in math, 51 in reading, and 48 in writing; compared to middle school with 56 in reading, 58 in writing, and 75 in math.
- The Median Growth Percentiles for reading have varied since 2009 from 50 to 63 to 50 to 55 to 53.
- The Median Growth Percentiles in math have gradual improved from 55 to 58 to 64, then dropped in 2012 to 57 and then to 55.
- Since 2009, middle school has often met state SGP targets with MGPs as high as 92, 86, 76, and 71. This year middle math MGP was 75.
- The MGPs in writing have gradually decreased from 60 to 58 to 57 then remained the same in 2012 at 57 and 51 in 2013.
- Even though 4th and 5th grade had the lowest MGPs in writing at 48, the MGPs in reading increased from 42 to 51.

ACADEMIC GROWTH GAPS:
- The Median Growth Percentiles show ELLs outperforming Non-ELLs in math, same in reading, and underperforming in writing.
- Students designated Non-FRL grew more in math than students designated FRL.
- From 2009 to 2013 the MGPs in all grades and content areas have remained steady in the FRL category; whereas MGPs for students designated as Non-FRL have varied
- The Median Growth Percentiles for students with special needs outperformed the state in all areas.
- The reading MCPs stayed the same from 2012 to 2013 for Hispanic students, White students MGP for reading increased from 60 to 69, and Black students decreased from 55 to 52.
- In math, both White and Black students had lower MGPs in 2013, whereas Hispanic students increased slightly from 55 to 58.
- In writing all MGPs decreased for Hispanic, Black, and White students.
- The gap between all the groups and the state target SGP were meeting.

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PRIOTIZED NEEDS: Once the comprehensive data was summarized and trends were generated, CASA's leadership team reviewed the list of trends and prioritized the needs. The priority needs are as follows:

Academic Achievement (Status): Writing Status
- In 2013 the percentage of students scoring proficient or advanced in writing TCAP/CSAP decreased by 6% points from 28% to 22%.
- 78% of students scored U or PP on TCAP/CSAP writing and the gap between Non-ELLs and ELLs in writing academic achievement (status) is widening.

Academic Growth: Reading and Math Academic Growth

- The Median Growth Percentiles in math have gradual improved from 55 to 58 to 64, then dropped in 2012 to 57 and then to 55 in 2013.
- The Median Growth Percentiles for reading have varied since 2009 from 50 to 63 to 50 to 55 to 53.
- Students are not making enough growth in math to catch-up to proficiency within three years.

Academic Growth Gaps: Writing Growth Gap between ELLs and Non-ELLs
- The Median Growth Percentiles show ELLs outperforming Non-ELLs in math, same in reading, and underperforming in writing (ELL: 48, Non-ELL: 55).
- On the WIDA Access exam, 11% of the ELLs achieved the reaching or bridging levels.
- The Median Growth Gaps in writing between ELLs and Non-ELLs is widening and the growth rates of both populations are significantly below the adequate state median SGP elementary writing target of 72.

ROOT CAUSES: Lastly, in *Step 3*, the Root Cause identification, the following root causes were identified as the basis or cause for the trends and priority needs listed above.

PRIORITY NEEDS 1: INCREASING LOW WRITING ACADEMIC ACHIEVEMENT (STATUS) RESULTS:
- Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for male students and students who are performing significantly below grade level in writing.

- Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels.

- Insufficient *time* in writing instruction.

- Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for writing.

PRIORITY NEEDS 2: IMPROVING THE READING AND MATH MEDIAN GROWTH PERCENTILES TO MEET OR EXCEED THE STATE SGP TARGET
- Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for students who are performing significantly below grade level in reading and math.
.
- Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for reading and math.

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PRIORITY NEED 3: CLOSING THE GROWTH GAP BETWEEN ELLs AND NON-ELLs IN WRITING.

- Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for students who are performing significantly below grade level in writing.

- Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels.

- Insufficient *time* in reading and writing instruction.

- Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for writing.

For the final step, Verification of Root Causes, the school leadership team completed two steps.

1. The C.A.S.A. Leadership Council (CLC-Composed of 4-teachers, 2-staff, 3-parents, 3-community members, and 1-principal) trend data by participating in a data dive to analyze both school wide and individual student data. The data analyzed included TCAP results, DRA scores, ACCESS scores, and Dibel results.

2. Based on the data sort, the CLC identified 6 potential root causes for the academic achievement (status), academic growth, and academic growth gaps: English language development, rigorous tasks and application of high-order skills, instructional time for reading and writing, classroom culture, level of student engagement/investment, and inconsistent data structures systems to differentiate instruction.

After the potential root causes were identified, school-wide classroom visits and focus groups were scheduled to observe actual classroom practice with regard to the root causes and discuss findings with all staff. The CLC members collected data from visits and focus groups to affirm or deny the root causes. As result, 4 root causes were verified (English language development, rigorous tasks and application of high-order skills, instructional time for writing, and inconsistent data structures systems to differentiate instruction and 2 denied (classroom culture and level of student engagement/investment). The 4 affirmed root causes laid the foundation for the action plan that is presented in Section IV.

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Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of the 2012-2013 school-year, the percent of students proficient or advanced overall on the reading TCAP/CSAP will increase 10 percentage points from 36% to 46%.	**Not met.** The percent of students proficient or advanced on the Reading TCAP/CSAP increased 1 percentage points from 36% to 37%. The 10% target was missed by 9 percentage points.	The 1 percentage point gain on the reading TCAP/CSAP can be attributed to our school-wide implementation of a comprehensive and integrated core reading program that has a strong scope-and sequence across the grade-levels and incorporates the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Additionally, the site based professional development goals for the year focused on effective instructional techniques in reading, as well as, the development of school-wide culture and behavior systems. These culture and behavior systems decreased student classroom disruptions and suspensions and in turn increased classroom time on task and access to learning for all students. Despite the one percentage point gain, we did not reach our target goal of 10% growth in reading TCAP scores. One factor was not utilizing data analysis systems or structures to intentionally differentiate and drive our instruction, particularly in our reading intervention classes to meet the needs of students who are reading below grade level. Also, we failed to differentiate reading instruction to meet the needs for male students. The reading scores for females are improving while the scores for males are stagnant. A second factor was a lack of school-wide systems and structures to transition and support English Language Learners (ELLs) especially in the primary level. A third factor was insufficient time in reading and writing instruction.

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth	By the end of the 2012-13 school-year, the Median Student Growth Percentile in Writing will be 60 or more. By the end of the 2012-13 school-year, the Median Student Growth Percentile in English language development will be 55 or more.	**Not Met.** The median growth percentile in writing for 4th grade was 44 and 5th grade was 56. Fourth grade was 16 percentile points short of the target and fifth grade was 4 percentile points short. **Not Met.** The median growth percentile in ELD was 52 in elementary and 66 in middle school. Elementary grades were 3 percentile points short of the target and middle school surpassed the 50 by 16 percentage points.	Even though we did not reach our target goal of 60 MGP in 4th and 5th grade writing, the MGPs in 2013 increased in both 4th (42 to 44) and 5th grade (49 to 56). Also, the difference between the writing MGPs in the upper elementary and early elementary grade levels indicate that the upper elementary (4th & 5th) school students are growing at a faster rate than the early elementary students. This can be attributed to the length of time English language learners require to become proficient writers in a second language. A second contributing factor to the missed target was the lack of data analysis systems or structures to intentionally differentiate writing skills to drive our instruction, particularly in writing for our second language learners and male students. Again, this can be attributed to the length of time English language learners require to become proficient writers in a second language. This gap directly correlates with the test results in ACCESS writing where 4th and 5th graders achieved a level of 5 or 6 in writing compared to K, 1st, 2nd, and 3rd graders. This can also be attributed to three factors: (1) Instructional time for reading and writing is insufficient; (2) The writing curriculum is not differentiated or rigorous enough to meet the skill developmental needs of students, especially male students; and (3) Lack of school-wide systems and structures to transition and support ELLs across grades and contents.

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth Gaps	By the end of the 2012-13 school-year, the Median Student Growth Percentile in math for all subgroups will be 60 or more.	**Not met:** The MGPs in math for all subgroups was not 60 or more. It was met for ELLs and Non-FRLs. ELL-61 Non-ELL-49 FRL-55 Non-FRL: 68 Black-57 Hispanic-58 White-46 Students w/IEP-54	The median growth gaps target of 60 was met for ELLs and Non-FRLs, but not the other sub-groups. It was close for FRLs, Black students, and Hispanic students. This can be attributed to three factors: (1) The math curriculum is not differentiated or rigorous enough to meet the skill developmental needs of students; (2) The effectiveness of teachers on student achievement; and (3) not utilizing data analysis systems or structures to intentionally differentiate and drive our instruction, particularly to meet the needs of students who are Non-ELLs and FRL.

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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 are 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)	**Reading Status:** The percent of students who scored proficient or advanced on reading TCAP/CSAP increased from 22% to 37% between 2009 and 2013, averaging approximately an increase of 3 percentage points each year. Yet, the reading academic achievement status is still well below the minimum state expectations of 71%. **Reading Status by Grade:** In 2013, the lowest performing grade in reading were 8th graders. The 5th graders performed the highest, increasing by 9 percentage points from 2012 to 2013.	63% of students scored U or PP on TCAP/CSAP reading and the gap between Non-ELLs and ELLs in reading academic achievement (status) is widening.	1) Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for male students and students who are performing significantly below grade level in reading. 2) Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels. 3) Insufficient *time* in reading instruction. 4) Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for reading.

|	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2009	22%	19%	16%	38%	18%	#N/A
2010	25%	17%	28%	45%	35%	25%
2011	22%	28%	28%	27%	34%	42%
2012	48%	27%	33%	#N/A	31%	42%
2013	38%	37%	42%	N/A	N/A	29%

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Reading Status for Non-ELL/ELL: The academic achievement (status) gap between Non-ELLs and ELLs who scored Proficient or Advanced on TCAP/CSAP reading decreased from a 14 percentage point difference in 2012 to a 4 percentage point in 2013.
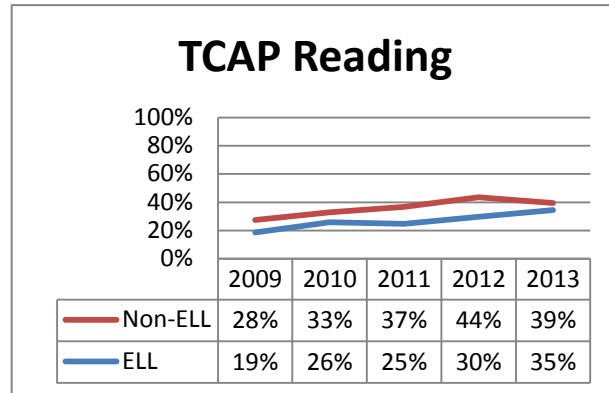
TCAP Reading

	2009	2010	2011	2012	2013
Non-ELL	28%	33%	37%	44%	39%
ELL	19%	26%	25%	30%	35%

Reading Status for Non-FRL/FRL: The academic achievement (status) gap between students identified as Non-FRL and FRL who scored Proficient or Advanced on the TCAP/CSAP reading decreased from a 29 percentage point difference in 2009 to 19 percentage points in 2013.

TCAP Reading

	2009	2010	2011	2012	2013
Non-FRL	50%	38%	56%	56%	55%
FRL	22%	28%	29%	35%	36%

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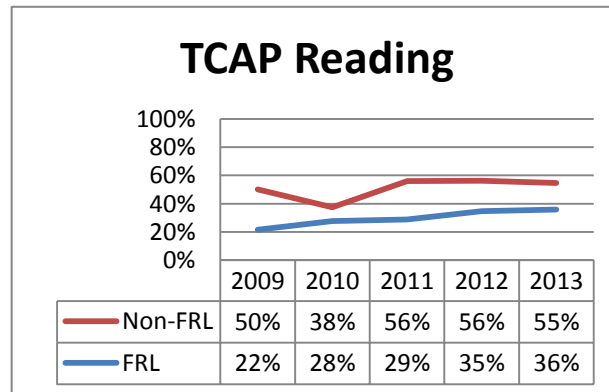
Reading Status by Race/Ethnicity : The academic achievement (status) gap between Black and Hispanic students who scored Proficient or Advanced on TCAP/CSAP reading increased slightly from 4% to 5%. Although the percentage of students from White (non Hispanic) and Multi Races make up less than 10% of the school population, the gap between Hispanic and Black students to White and Multi Races still increased between 2012 and 2013.

	% of pop	% of pop	Reading	
	2012	**2013**	**2012**	**2013**
Black	18%	19%	35%	29%
Hispanic	70%	73%	31%	34%
Multi Races	3%	3%	60%	75%
White	5%	4%	88%	91%

Reading Status for Females and Males: The academic achievement (status) gap between females and males who scored Proficient or Advanced on TCAP/CSAP reading increased from a 9 percentage point difference in 2010 to a 17 percentage point in 2012.

Reading	2010	2011	2012
Male	24%	27%	27%
Female	33%	33%	44%
Diff	9%	6%	17%

Math Status: The percent of students who scored proficient or advanced on math TCAP/CSAP increased from 20% to 40% between 2009 and 2013, but is still well below the minimum state expectation of 70% (Elementary) and 52% (Middle).

Math Status by Grade: In 2013, 3RD, 5th and 8th graders decreased in the percentage of students proficient and advanced on the Math TCAP. Fourth graders increased 17 percentage points, whereas 8th graders significantly decreased by 27 percentage points from 41% to 14% proficent or advanced. In 2013, the gap between the percentage of 8th graders proficient or advanced (14%) compared to the other

60% of students scored U or PP on TCAP/CSAP math and the gap between Non-ELLs and ELLs and students identified as Non-FRL and FRL in math academic achievement is not decreasing at a rate fast enough for students to obtain proficiency in math academic

1) Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for students who are performing significantly below grade level in math.

2) Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels.

3) Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for math.
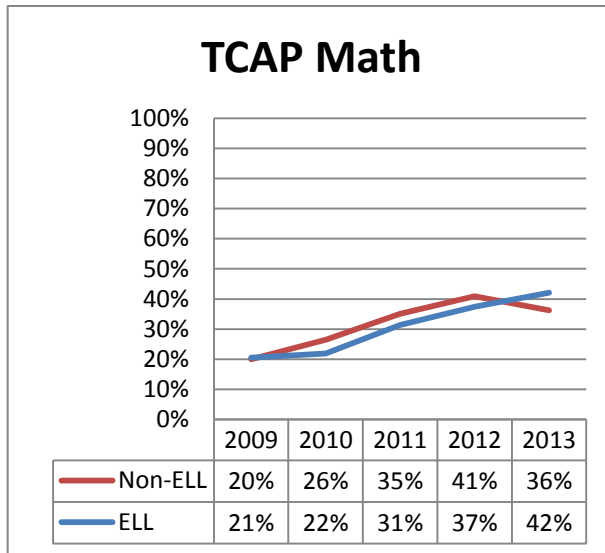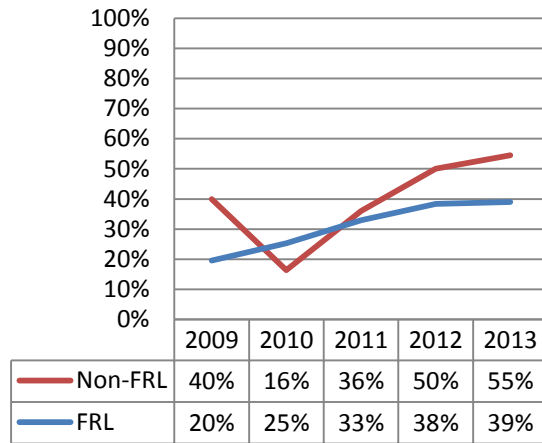
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grade levels (49%, 61%, 33%) is significant.

achievement (status) within 3 years.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2009	19%	25%	20%	27%	10%	#N/A
2010	37%	23%	28%	14%	25%	14%
2011	33%	52%	26%	23%	36%	30%
2012	56%	44%	43%	#N/A	13%	41%
2013	49%	61%	33%	N/A	N/A	14%

Math Status for Non-ELL/ELL: The academic achievement (status) gap between Non-ELLs and ELLs who scored Proficient or Advanced on TCAP/CSAP math increased from 4 percentage point difference from 2012 to 6% in 2013. Also, the ELL students outperformed the Non-ELL, which changed in 2013.

TCAP Math

	2009	2010	2011	2012	2013
Non-ELL	20%	26%	35%	41%	36%
ELL	21%	22%	31%	37%	42%

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Math Status by Race/Ethnicity : The academic achievement (status) gap between Hispanic and Black students who scored Proficient or Advanced on TCAP/CSAP math remained a 3% difference from 2012 to 2013. Although the percentage of students from White (non Hispanic) and Multi Races make up less than 10% of the school population, the gap between Hispanic and Black students to White and Multi Races significantly increased between 2011 and 2013 from about 20% difference to about 40%.

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	% of pop	% of pop	Math	
	2012	2013	2012	2013
Black	18%	19%	36%	33%
Hispanic	70%	73%	36%	39%
Multi Races	3%	3%	70%	82%
White	5%	4%	87%	75%

Math Status for Non-FRL/FRL: The academic achievement (status) gap between students identified as Non-FRL and FRL who scored Proficient or Advanced on the TCAP/CSAP math was 12 percentage points in 2010, decreased to 3 percentage points in 2011, returned to 12 percentage points in 2012 and 16 percentage points in 2013.

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TCAP Math

	2009	2010	2011	2012	2013
Non-FRL	40%	16%	36%	50%	55%
FRL	20%	25%	33%	38%	39%

Math Status for Females and Males: The academic achievement (status) gap between female and male students who scored Proficient or Advanced on the TCAP/CSAP math was -7 percentage points in 2010 compared to 6 percentage points in 2012.

Math	2010	2011	2012
Male	28%	34%	36%
Female	21%	32%	42%
Diff	-7%	-2%	6%

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Writing Status: The percent of students who scored proficient or advanced on writing TCAP/CSAP increased from 13% to 28% between 2009 and 2012, then decreased to 22% in 2013. The status is still well below the minimum state expectation of 54% (Elementary) and 58% (Middle).

Writing Status by Grade: In 2013, 3rd and 8th graders decreased in the percentage proficient and advanced on the writing TCAP. Third graders decreased 17 percentage points from 31% to 14%, finishing with a significantly lower percentage of students proficient or advanced in writing compared to all other grades. Even though 8th graders decreased by 16 percentage points from 40% to 24%, writing is the 8th graders highest performance area.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2009	8%	8%	18%	15%	20%	#N/A
2010	13%	15%	23%	33%	17%	14%
2011	12%	18%	26%	26%	36%	26%
2012	31%	7%	28%	#N/A	32%	40%
2013	14%	22%	28%	N/A	N/A	24%

Writing Status for Non-ELL/ELL: The academic achievement (status) gap between Non-ELLs and ELLs who scored Proficient or Advanced on TCAP/CSAP writing has decreased from a 11 percentage point gap in 2012 to a 4 percentage point gap in 2013.

78% of students scored U or PP on TCAP/CSAP reading and the gap between Non-ELLs and ELLs in writing academic achievement (status) is widening.

1) Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for male students and students who are performing significantly below grade level in writing.

2) Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels.

3) Insufficient *time* in writing instruction.

4) Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for writing.

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TCAP Writing

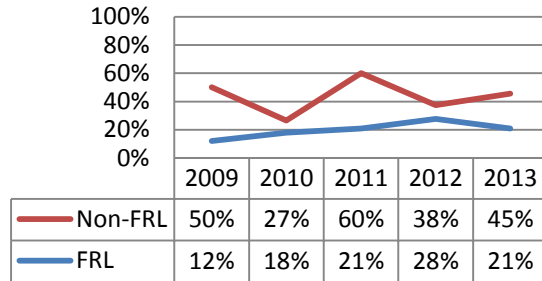|	2009	2010	2011	2012	2013
Non-ELL	14%	23%	27%	34%	24%
ELL	13%	16%	20%	24%	20%

Writing Status by Race/Ethnicity: The academic achievement (status) gap between Hispanic and Black students who scored Proficient or Advanced on TCAP/CSAP slightly increased from 6% to 8% from 2012 to 2013. Although the percentage of students from White (non Hispanic) and Multi Races make up less than 10% of the school population, the gap between Hispanic and Black students to White and Multi Races significantly decreased between 2012 and 2013 from about 40% difference to 10%.

	% of pop	% of pop	Writing	
	2012	2013	2012	2013
Black	18%	19%	29%	14%
Hispanic	70%	73%	23%	22%
Multi Races	3%	3%	60%	28%
White	5%	4%	39%	24%

Writing Status for Non-FRL/FRL: The academic achievement (status) gap between students identified as Non-FRL and FRL who scored Proficient or Advanced on the TCAP/CSAP writing increased from a 10 percentage point difference in 2012 to 24 percentage points in 2013.

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TCAP Writing

	2009	2010	2011	2012	2013
Non-FRL	50%	27%	60%	38%	45%
FRL	12%	18%	21%	28%	21%

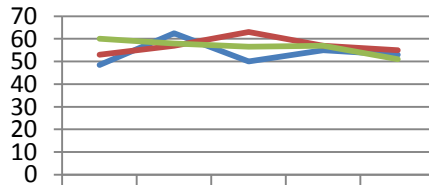**Writing Status for Females and Males:** The academic achievement (status) gap between females and males who scored Proficient or Advanced on TCAP/CSAP writing increased from a 7 percentage point difference in 2010 to a 19 percentage point in 2012.

Writing	2010	2011	2012
Male	15%	16%	18%
Female	22%	30%	37%
Diff	7%	14%	19%

Science Status: The percent of students who scored proficient or advanced on science TCAP/CSAP increased from 6% to 25% between 2009 and 2012 t, buen decreased in 2013 to 11%, which is well below the minimum state expectation of 45% (Elementary) and 49% (Middle).

Science Status for Females and Males: The academic achievement (status) gap between female and male students who scored Proficient or Advanced on the TCAP/CSAP science was -10 percentage points in 2010 compared to 1 percentage points in 2012.

89% of students scored U or PP on TCAP/CSAP science.

1) Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for students who are performing significantly below grade level in writing and reading which impacts students' ability to comprehend and respond to informational text in science.

2) Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels.

3) Insufficient *time* in reading and writing instruction.

4) Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for science.

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Science	2010	2011	2012
Male	12%	18%	24%
Female	2%	11%	25%
Diff	-10%	-7%	1%

Science Status by Race/Ethnicity: The academic achievement (status) gap between Hispanic and Black students who scored Proficient or Advanced on TCAP/CSAP Science increased from 6% to 14% from 2011 to 2012. Although the percentage of students from White (non Hispanic) and Multi Races make up less than 10% of the school population, the gap between Hispanic and Black students to White and Multi Races significantly increased between 2011 and 2012 from about 10% difference to about 50%.

	% of pop	% of pop	Science	
	2012	2013	2012	2013
Black	18%	19%	30%	10%
Hispanic	70%	73%	16%	9%
Multi Races	3%	3%	80%	60%
White	5%	4%	67%	25%

Academic Growth

Reading Academic Growth: From 2009 to 2012, the median growth percentiles in reading have varied from 50 to 63 to 50 to 55. Most recently between 2012 and 2013, the median growth percentile of reading increased from 50 to 55 to 53 percentile points meeting the minimum expectation of 45 and exceeding the district trend over the same time period.

4th and 5th graders are not making enough growth in reading to catch-up to proficiency within three years.

1) Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for students who are performing significantly below grade level in reading.

2) Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels.

3) Insufficient *time* in reading instruction.

4) Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for reading.

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TCAP MGP

	2009	2010	2011	2012	2013
Reading	48.5	62.5	50	55	53
Math	53	57	63	57	55
Writing	60	58	56.5	57	51

Reading Academic Growth by Grade: The reading median growth percentiles for 4th graders are significantly lower than the median growth percentiles for 5th and 8th graders. Fourth grade had the lowest MGP at 44.5.

	Grade 4	Grade 5	Grade 8
2009	41	52	#N/A
2010	32	50.5	75
2011	44.5	44	63.5
2012	47.5	40.5	68.5
2013	44.5	56	56

Math Academic Growth: The math median growth percentile increased three consecutive years from 55 to 57.5 to 64 then decreased to 57 in 2012 and 55 in 2013. The MGP met the minimum expectations of 45 and exceed the district trend over the same time period. See MGP graph above.

Math Academic Growth by Grade: In 2013 the math median growth percentiles for 5th graders decreased by 10 percentage points from 52 to 42 MGP, while the same 5th grade students exceed the 50 MGP target in reading(56) and writing (53). The

Students are not making enough growth in math to catch-up to proficiency within three years, especially the former 5th grade students.
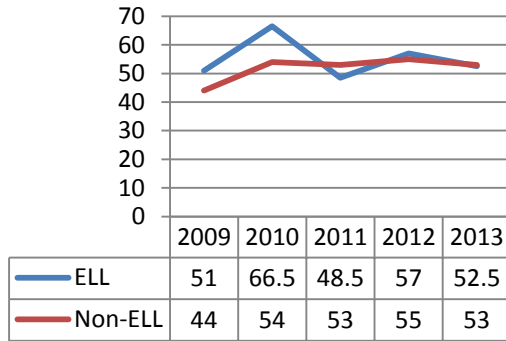
1) Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for students who are performing significantly below grade level in math.

2) Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels.

3) Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for math.

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8th grade median growth percentile was 75. Since 2009, the middle school MGPs in math have often met or exceeded state MGP expectations of 92, 86, 76, 75.

	Grade 4	Grade 5	Grade 8
2009	42	48	#N/A
2010	41	61	68
2011	61	59	74
2012	55	52	90.5
2013	53.5	42	75

Writing Academic Growth: The median growth percentile of students in writing decreased three consecutive years from 60 to 58 to 57 then stayed the same at 57 between 2011 and 2012 and dropped again in 2013 to 51. In 2013 the MGP of 51 met the minimum expectations of 45 and exceed the district trend over the same time period. See MGP graph above.

Writing Academic Growth by Grade: The writing median growth percentile for 4th graders is significantly lower than the median growth percentiles for 5th and 8th graders. Even though 4th graders had the lowest MGPs at 37, the MGPs for 5th graders in 2013 increased from 48 to 53 and 8th graders remained the highest at 58.

	Grade 4	Grade 5	Grade 8
2009	43	68.5	#N/A
2010	34	45.5	57
2011	32	42	72.5
2012	42	48	62
2013	37	53	58

4th and 5th graders are not making enough growth in writing to catch-up to proficiency within three years.

1) Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for students who are performing significantly below grade level in writing.

2) Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels.

3) Insufficient *time* in writing instruction.

4) Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for writing.

Academic Growth Gaps	**Academic Growth Gaps for Non-ELLs/ELLs:** From 2009-2013, the MGPs in reading for Non-ELLs and ELLs are close.	The median growth gaps in reading and writing between ELLs and Non-ELLs is minimal, yet the	1) Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for students who are performing significantly below grade level in reading, writing, and math.

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TCAP Reading MGP

	2009	2010	2011	2012	2013
ELL	51	66.5	48.5	57	52.5
Non-ELL	44	54	53	55	53

In math, the MGPs for ELLs compared to Non-ELLs has been higher in 4 out of 5 school years-2009, 2010, 2011, and 2013. In 2013, ELLs had a higher MGP in math at 61 compared to 49 for Non-ELLs.

TCAP Math MGP
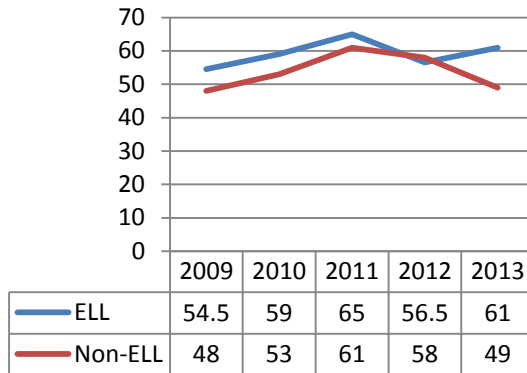
	2009	2010	2011	2012	2013
ELL	54.5	59	65	56.5	61
Non-ELL	48	53	61	58	49

growth rates of both populations are significantly below the adequate state median SGP reading targets of 63 (elementary), math targets of 72 (elementary), and writing targets of 72 (elementary).

2) Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels.

3) Insufficient *time* in reading and writing instruction.

4) Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for reading, writing, math, and science.

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In 2012 ELLs outgrew Non-ELLs with MGP o 57 compared to 53. Then in 2013, Non-ELLs outgrew ELLs at 55 MGP compared to 48.

TCAP Writing MGP

	2009	2010	2011	2012	2013
ELL	63.5	61	51	57	48
Non-ELL	58	50	58	53	55

Academic Growth Gaps for Non-FRLs/FRLs: From 2009 to 2013, the median growth percentiles in reading and writing for students designated as Non-FRL and FRL are close. The MGPs in all grades and content areas for students identified as FRL has remained steady, whereas the MGPs for students designated as Non-FRL have varied.

TCAP Reading MGP

	2009	2010	2011	2012	2013
FRL	49	61.5	50	55	52.5
Non-FRL	25.5	64.5	56	56	56
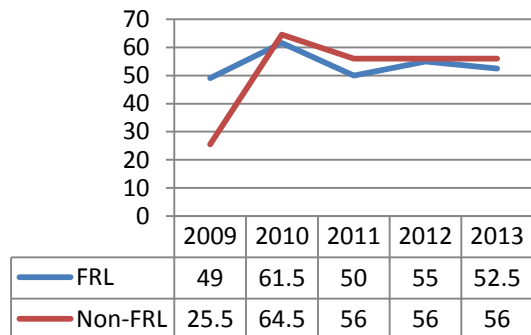
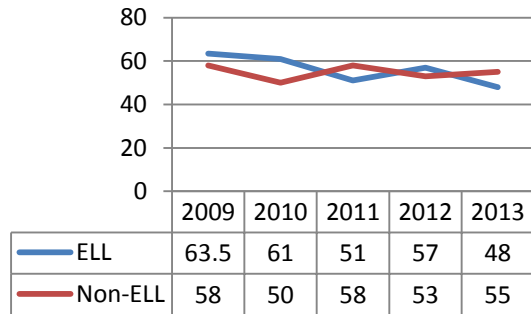The median growth gaps in reading, writing, and math between FRLs and Non-FRLs is minimal, yet the growth rates of both populations are significantly below the adequate state median SGP reading targets of 63 (elementary) and 70 (middle), math targets of 72 (elementary) and 94 (middle) and writing targets of 72 (elementary) and 85 (middle).

1) Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for students who are performing significantly below grade level in reading, writing, and math.

2) Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels.

3) Insufficient *time* in reading and writing instruction.

4) Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for reading, math, and writing.

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The gap between MGPs in math for students designated as Non-FRL and FRL are increasing and changed from 5 percentile points diference to 13, where FRL students were outperforming Non-FRLs in 2012.

TCAP Math MGP

	2009	2010	2011	2012	2013
FRL	52	57	64	58	55
Non-FRL	71	46	50	53	68

TCAP Writing MGP

	2009	2010	2011	2012	2013
FRL	60	57	57	56	50.5
Non-FRL	67	68	44	60	52

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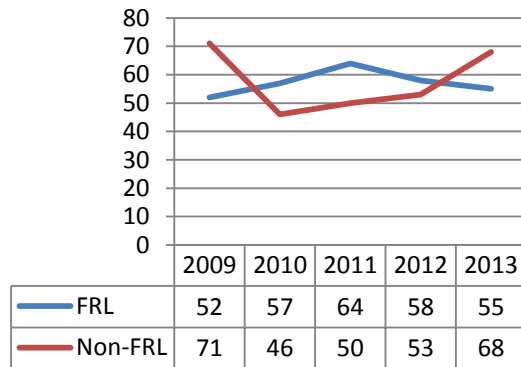
Academic Growth Gaps for students with special needs: From 2009 to 2012, the median growth percentiles in reading, math, and writing for CASA students with special needs compared to students with special needs in Coloradoare were close. While the MGPs for students with special needs in Colorado have remained steady, the MGPs for CASA students in 2013 outpaced the state in all areas.

TCAP Reading MGP

	2009	2010	2011	2012	2013
School SPED	44	38.5	32.5	45	55
State SPED	44	42	44	45	44

TCAP Math MGP

	2009	2010	2011	2012	2013
School SPED	43	39	50	41	53.5
State SPED	43	42	43	44	43
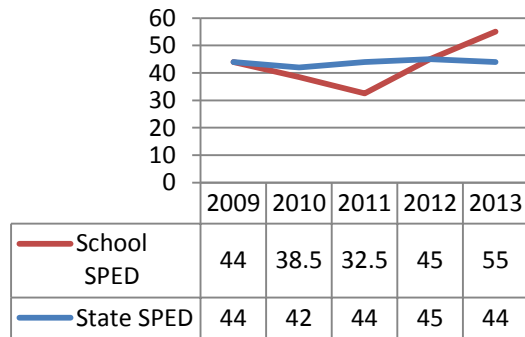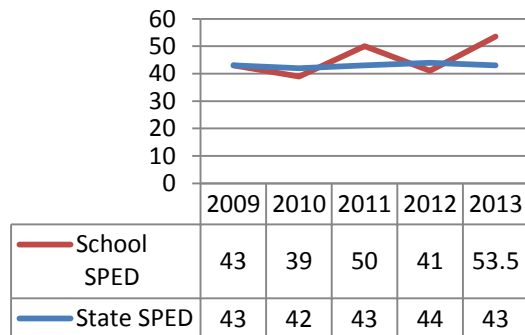
The median growth gaps in reading, writing, and math between CASA students with special needs and Colorado students with special needs is minimal, yet the growth rates of both populations are significantly below the adequate state median SGP reading targets of 63 (elementary), math targets of 72 (elementary), and writing targets of 72 (elementary).
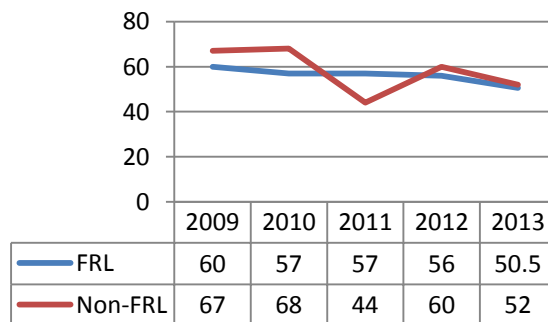
1) Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for students who are performing significantly below grade level in reading, math, and writing.

2) Insufficient *time* in reading, writing, and math instruction.

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TCAP Writing MGP

	2009	2010	2011	2012	2013
School SPED	52	37	59	45	50
State SPED	40	41	43	44	45
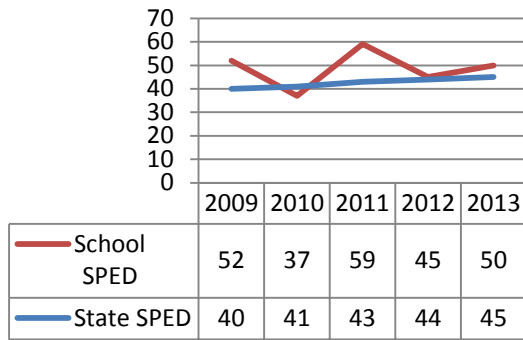
Academic Growth Gaps by Race/Ethnicity: From 2012 to 2013, the reading median growth percentiles increased for White and Two or more races to 69 and 61. The MGPs for Black students decreased from 55 to 52 and remained the same for Hispanic students at 53.

MGP Reading:

	Black	Hispanic	White	More than one
2011	59	46	41	44
2012	55	53.5	59.5	63
2013	52	53	69	61

MGP Math:

In 2012 and 2013 in math, Hispanic students increased the MGP in math from 55 to 58, whereas the Blaci, White, and Two or more race students decreased.

The median growth gaps in reading, writing, and math between Black and Hispanic students, which are the largest race/ethnicity groups at CASA, are similar. Yet, the growth rates of both populations are significantly below the adequate state median SGP reading targets of 63 (elementary), math targets of 72 (elementary), and writing targets of 72 (elementary).

1) Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for students who are performing significantly below grade level in reading, writing, and math.

2) Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels.

3) Insufficient *time* in reading and writing instruction.

4) Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for reading, writing, math, and science.

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	Black	Hispanic	White	More than one
2011	63	64	57	51
2012	62.5	55	65	67
2013	56.5	58	46	17

MGP Writing:
In 2012 and 2013 in writing, all MGPs decreased for all ethnic groups except for Two or more race students which increased from 36 to 55 MGP.

	Black	Hispanic	White	More than one
2011	62	52	61	44
2012	54	57	59.5	36
2013	44	49	58	55

Post Secondary & Workforce Readiness	N/A	

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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.

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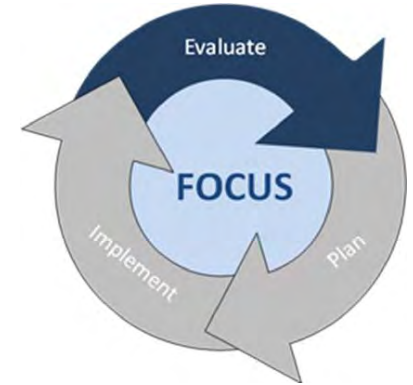
School Target Setting Form

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	W	78% of students scored U or PP on TCAP/CSAP writing and the gap between Non-ELLs and ELLs in writing academic achievement (status) is widening.	By the end of the 2012-2013 school years, the percent of students proficient or advanced on the writing TCAP will increase 10% from 28% to 38%.	By the end of the 2013-2014 school year, the percent of students proficient or advanced on the writing TCAP will increase 10% from 22% to 32%.	To ensure that we are making interim progress toward our academic writing growth goal, we will use the following tools to measure writing development, then desegregate the data by subgroups: Six week school based writing prompts across the grades aligned with the CCSS in writing and language. **Milestones:** 1. At the end of each six week cycle during the 2013-2014 school year, 75% of K to 5th grade students will meet the target on interim exams. 2. 25% of K-5 grade students will move-up one point on a school-wide 4 point writing rubric aligned to the CCSS writing and language expectations by the end of each trimester, with 75% of all students scoring 3 out of 4 points by the end of the year. 3. The number of ECE students making adequate progress on the TC Gold System will	**1. Effective Instruction:** For highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student achievement. **2. Data Driven Assessment and Instruction:** Utilizing real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement. **3. School Culture of Achievement:** The systems, structures, language and expectations of our students,

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						increase 15% both during the Winter and Spring trimester. The fall trimester will be used to establish the base-line data.	families and staff members that has been intentionally created to maximize learning time and to set students on a path to college.
		R	The reading median growth percentile of 53 that students are making is not enough growth in reading to catch-up to proficiency within three years.	By the end of the 2012-13 school-year, the Median Student Growth Percentile in reading will be 60 or more.	By the end of the 2013-14 school-year, the Median Student Growth Percentile in reading will be 60 or more.	To ensure that we are making interim progress toward our reading median growth percentile, we will use the following tools to measure reading proficiency: CCSS Interim Reading Exam: 6 times a year. DRA II/EDL (administered pre, mid, and post to K to 8th grade students) Dibels Benchmark Assessment (administered pre, mid, and post to K to 5th grade students) TS Gold for ECE students (Measured each trimester). Dibels Progress Monitoring Assessments (administered every 2-3 weeks for students receiving strategic reading intervention) **Milestones:** 1. 75% of ECE to 5th grade students will obtain 80% proficient or advance on the CCSS Reading Interim exam.	**1. Effective Instruction:** For highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student achievement. **2. Data Driven Assessment and Instruction:** Utilizing real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement. **3. School Culture of Achievement:** The systems, structures, language and expectations of our students,

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					2. 80% of K-5th grade students will increase 1.5 grade-level equivalence from the pre to post DRA II or EDL (Independent Levels). 3. 75% of students scoring strategic on the beginning of the year Dibels Benchmark exam will obtain a core rating on the end of the year Dibels Benchmark. 4. The number of ECE students making adequate progress on the TC Gold System will increase 15% both during the Winter and Spring trimester. The fall trimester will be used to establish the base-line data.	families and staff members that has been intentionally created to maximize learning time and to set students on a path to college.
		M	The math median growth percentile of 55 that students are making is not enough growth in math to catch-up to proficiency within three years.	By the end of the 2012-13 school-year, the Median Student Growth Percentile in math will be 60 or more.	By the end of the 2013-14 school-year, the Median Student Growth Percentile in math will be 60 or more.	To ensure that we are making interim progress toward our math median growth percentile, we will use the following tools to measure math growth: 1. 75% of ECE to 5th grade students will obtain 80% proficient or advance on the CCSS Math Interim exam. 2. The number of ECE students making adequate progress on the TC Gold System will increase 15% both during the Winter and Spring trimester.	**1. Effective Instruction:** For highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student

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| | | | | | The fall trimester will be used to establish the base-line data. | achievement.

2. Data Driven Assessment and Instruction: Utilizing real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement.

3. School Culture of Achievement: The systems, structures, language and expectations of our students, families and staff members that has been intentionally created to maximize learning time and to set students on a path to college. |
| | | W | | The median growth gaps in writing between ELLs (48) and Non-ELLs (55), is increasing and the growth rates of all subgroups are significantly below the adequate state median SGP targets. | By the end of the 2012-13 school-year, the Median Student Growth Percentile in writing for all subgroups will be 60 or more. | By the end of the 2013-14 school-year, the Median Student Growth Percentile in writing for all sub groups will be 60 or more. | To ensure that we are making interim progress toward our writing growth gap goal, we will use the following tools to measure writing development, then desegregate the data by subgroups:

Six week school based writing prompts across the grades aligned with the CCSS in writing and language.

Milestones:
1. At the end of each six week cycle during the 2013-2014 | **1. Effective Instruction:** For highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student |

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						school year, 75% of K to 5th grade students will meet the target on interim exams. 2. 25% of K-5 grade students will move-up one point on a school-wide 4 point writing rubric aligned to the CCSS writing and language expectations by the end of each trimester, with 75% of all students scoring 3 out of 4 points by the end of the year. 3. The number of ECE students making adequate progress on the TC Gold System will increase 15% both during the Winter and Spring trimester. The fall trimester will be used to establish the base-line data.	achievement. **2. Data Driven Assessment and Instruction:** Utilizing real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement. **3. School Culture of Achievement:** The systems, structures, language and expectations of our students, families and staff members that has been intentionally created to maximize learning time and to set students on a path to college.

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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: **Effective Instruction:** For highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student achievement.

Root Cause(s) Addressed:

1) Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for male students and students who are performing significantly below grade level in reading, writing, and math.

2) Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels.

3) Insufficient *time* in reading and writing instruction.

4) Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for reading, math, and writing.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Implement 2 partial and 2 full **observations** per teacher (Partial/Whole Evaluations-with constructive feedback based on the LEAP-DPS Framework for Effective Teaching) to discuss next steps for targeted instruction.	August 2013-May 2014 school year. Every semester	Administrative Team, Teacher Leaders, (Internal Peer Observers), and Teachers	4 Teacher Leader Stipends-$5000/year. (TIF Grant) 1.25 FTE Release Time (TIF Grant): 3 Teacher Leaders 0.5 FTE Release Time (Team Leads) and 1 Teacher Leader 0.25 Release Time (Culture Lead).	100% of teachers will be observed using the rating criteria from the LEAP framework performance ratings.	On-going

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Implement **Common Core State Standards** in ECE to 5th grade reading, math, writing, and science.	August 2013-May 2014 school year	Administrative Team, Teacher Leaders (TIF), and Teachers	Professional Development-Extra Duty Pay: $3,000 stipend for 6 literacy teacher leads (Compact Blue Grant) and $1500 stipend for 5 math teacher leads (SCAN Grant). Title II-Staff Development: $9,160 2.6 FTE Teachers-Title I=$176,695	Weekly observe math, writing, and reading lesson plans for 100% of core teachers to gather evidence of rigorous standards implementation.	On-going
Implement a **core reading and reading intervention program** aligned with the CCSS and Colorado Read Act for ECE to 5th grade.	August 2013-May 2014 school year	Administrative Team, Teacher Leaders (TIF), 3 Reading Intervention Teachers, Core Reading Teachers, and 3 Mill Levy Tutors	Curriculum Materials: $20,000 Early Literacy Grant (ELG), $25,000 GF PD Consultant: $16,000 ELG 1.60 FTE for Reading Intervention Teachers-ELG 0.40 FTE ($59,334) for Reading Intervention Teacher and 3 Tutors $44,205-Mill Levy Funds 2.6 FTE Teachers-Title I=$176,695	Reading Intervention schedules and action plans will show evidence of implementation of the reading intervention program.	On-going
Institute monthly **differentiated professional development,** where teachers deepen their knowledge in instructional strategies for students who are U/PP in reading, writing, science or math. For example, English language development,	August 2013-May 2014 school year. Professional Development	Administrative Team, Teacher Leaders (TIF) and Teachers	Stipends for the PD facilitators- $4659 Title I and $9158 Title II.	Differentiated Professional Development Sessions will be evidenced by session agendas and	On-going

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				sign-in sheets. Administrative leaders will use a walk-through form to capture evidence of implementation of PD in classrooms.	
Implement **monthly vertical content meetings**, where teachers identify essential content skills and concepts to be taught at each grade level and design lessons using the backwards lesson model; ensuring that high yield standards are addressed at the appropriate level in each grade, and sequence across the school year, as well as instructional strategies to address rigor, English language development, and Advanced Learning Plans for GT students.	August 2013-May 2014 school year. Professional Development Green Days of each month.	Administrative Team, Teacher Leaders(TIF) and Teachers	Stipends for the PD facilitators $4659 Title I and $9158 Title II.	Differentiated Professional Development Sessions will be evidenced by session agendas and sign-in sheets.	On-going
Host **weekly grade-band team meetings** to: connect the instructional core to strategic and intensive interventions and provide consistent instructional support to students across the grade band teams.	August 2013-May 2014school year. Weekly on Wednesdays during team planning times.	Administrative Team, Team Leaders (TIF), and Teachers.	4 Teacher Leader Stipends-$5000/year. (TIF Grant) 1.25 FTE Release Time (TIF Grant): 3 Teacher Leaders 0.5 FTE Release Time (Team Leads) and 1 Teacher Leader 0.25 Release Time (Culture Lead).	Weekly observe and record connections between core and interventions during grade band team meetings.	On-going
Structure and implement an additional 45 minute supplemental math, ELD, reading skill block every day for all students based on their identified need. (**Blended Learning Labs**).	August 2013-May 2014 school year. Daily.	Administrative Team, Blended Learning Technicians, Mill Levy Tutors, and Teachers.	ELO Grant-$188,400 Mill Levy Tutors-$44,205 Mill Levy Teachers-0.55 FTE ($59,334) Mill Levy Supplies-$878	Daily master schedule will show evidence of implementation of the blended learning block.	In progress
Provide 3 hours of **after-school tutoring** (tier II and/or tier III) per week to students who are U and PP in reading and math.	September 2013-May 2014. Monday,	Administrative Team, Teachers, Mill Levy Tutors, Mill Levy	ELG$148,278 (Summer School, Tutoring), Mill Levy Tutors-$44,205 and Mill Levy	Tutoring schedules and sign-in sheets will show evidence of	In progress

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	Tuesday, Wednesday, and Thursday.	Teachers and After School Community Partners	Teachers-$59,334.	implementation of reading and math tutoring.	
Restructure the **literacy block schedule** to ensure daily small reading groups and time to practice writing skills, as well as strategic push-in support from intervention, ESL, and mild-moderate specialists.	August 2013-May 2014 school year.	Administrative team, Teachers, Interventionists, ESL teachers, MM teachers, and parent mentors.	PD Consultant: $16,000 ELG 1.60 FTE for Reading Intervention Teachers-ELG 0.40 FTE ($59,334) for Reading Intervention Teacher and 3 Tutors $44,205-Mill Levy Funds 2.6 FTE Teachers-Title I=$176,695 0.5 ESL Zone Teacher 10 parent-teacher mentors through partnership with Together Colorado.	Using a walk-through form to capture evidence of small group instruction of 100% of core teachers.	In progress
Implement writing and **writing rubric** across the school by: infusing writing across the curriculum including Arts and Science Infusion, and Specials; utilizing science note booking, and using 6 week school writing prompt.	August 2013-May 2014 school year.	Administrative Team, Teacher Leaders (TIF), and Teachers	4 Teacher Leader Stipends-$5000/year. (TIF Grant) 1.25 FTE Release Time (TIF Grant): 3 Teacher Leaders 0.5 FTE Release Time (Team Leads) and 1 Teacher Leader 0.25 Release Time (Culture Lead).	Student work will be observed during weekly PLC to show evidence of implementation of school wide writing expectations.	In progress
Implement and connect the **WIDA Standards** to CCSS to maximize English Language Development for ELLs in speaking and writing.	August 2013-May 2014 school year.	Administrative Team, Teacher Leaders (TIF), Teachers, and	4 Teacher Leader Stipends-$5000/year. (TIF Grant)	Student writing samples will be observed during weekly PLCs to show evidence of	In progress

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		ELD teacher.	1.25 FTE Release Time (TIF Grant): 3 Teacher Leaders 0.5 FTE Release Time (Team Leads) and 1 Teacher Leader 0.25 Release Time (Culture Lead).	implementation of explicit writing instruction aligned with the WIDA standards.	

* 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).

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Major Improvement Strategy #2: **Data Driven Assessment and Instruction:** Utilizing real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement.

Root Cause(s) Addressed:

1) Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for male students and students who are performing significantly below grade level in reading, writing, and math.

2) Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels.

3) Insufficient *time* in reading and writing instruction.

4) Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for reading, math, and writing.

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)
Data Teams: Examine reading, writing, and math data (formative and summative assessment results, DRA II, EDL, DIBELS, Interim Assessments, TCAP, Access, Interim Assessments, student work, teacher observation, exit tickets, do-nows, homework, etc.) to determine instructional steps, instructionally grouping, and consistent performance ratings. Increased 45 minute collaborative planning per week.	August 2013- May 2014 school year- Weekly during PLC meetings on Tuesday Monthly during Green Days-PD Days.	Administrative Team, Teacher Leaders (TIF), and Teachers	4 Teacher Leader Stipends- $5000/year. (TIF Grant) 1.25 FTE Release Time (TIF Grant): 3 Teacher Leaders 0.5 FTE Release Time (Team Leads) and 1 Teacher Leader 0.25 Release Time (Culture Lead). ELO Grant: 188,400 Compact Blue Grant: 40,000	Data team notes and agendas will show evidence of instructional steps, groupings, performance ratings.	In progress
Drafting **6 week interim assessments** in reading,	August 2013-	OSRI Strategic	SCAN Stipend	The 6-week interim	In progress

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writing, and math aligned to the Common Core State Standards.	May 2014 school year-	Partner (SCAN & Compact Blue Team), Administrative Team, Teacher Leaders (TIF) and Teachers.	Compact Blue Grant-$40,000	assessments for CCSS reading, writing, and math are developed and entered into Engrade.	
Implement 6 **data meetings** per teacher using a data meeting protocol from *Driven by Data* to discuss next steps for targeted instruction.	August 2013- May 2014 school year After each Interim Assessment	Administrative Team, Teacher Leaders (TIF), and Teachers	4 Teacher Leader Stipends-$5000/year. (TIF Grant) 1.25 FTE Release Time (TIF Grant): 3 Teacher Leaders 0.5 FTE Release Time (Team Leads) and 1 Teacher Leader 0.25 Release Time (Culture Lead).	100% of teachers will participate in data meetings using the data meeting protocol forms from *Driven by Data*.	On-going
Develop, display, and continually monitor short-term and long-term **students' goals** in data trackers within the Engrade System.	August 2013- May 2014 school year	Administrative Team, Teacher Leaders (TIF), Teachers, Mill Levy Teachers, and Mill Levy Tutors	Lap tops for computer based testing. (Tech Mill Levy Bond and ELO Grant) Engrade Software Program- SIG Grant	Data Trackers available through Engrade System	On-going
Development of **blended learning labs**, where students receive daily 45 minute strategic skills block based on their individual student data results.	August 2013- May 2014-year.	Administrative Team, Teacher Leaders (TIF), Teachers, Mill Levy Teachers, and Mill Levy Tutors	ELO Grant: 188,400 Lab top carts. Intervention software 1.60 FTE for Reading Intervention Teachers-ELG 0.40 FTE ($59,334) for Reading Intervention Teacher and 3 Tutors $44,205-Mill Levy Funds	Customization for students in the Blended Learning Block will be evidenced in the monthly ELO reports.	On-going
Weekly tutoring, Strategic Small Group	August 2013-	Administrative Team,	Early Literacy Grant-	Tutoring schedules and	On-going

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Intervention Instruction, and Summer School for students identified performing below grade-level.	May 2014 school year	Teacher Leaders (TIF), Teachers, Mill Levy Teachers, and Mill Levy Tutors	$148,542 (Summer School, Tutoring, and 1.6 FTE) 0.40 FTE ($59,334) for Reading Intervention Teacher and 3 Tutors $44,205-Mill Levy Funds	sign-in sheets will show evidence of implementation of reading and math tutoring based on student data.	
Share individual, on-going data with parents/guardians through **parent/teacher workshops**, parent/teacher conferences and student portfolios, and progress reports/report cards. Use the IC auto-dialer, texting campaign, and weekly Thursday folders, Engrade progress reports to ensure **communication** about student academic progress and growth.	August 2013-May 2014 school year. 2 Parent Workshops (Sept. and April) 1 Individual Parent /Teacher Conferences-October and February.	Administrative Team, Teachers, Students, and Parents	Teacher Stipend for Parent Workshops: 22,000-Targeted Intervention/GF Title 1: $4,659	Expectations about academic data are communicated to core teachers in a preparation workshop checklist. Parents indicate receipt of data via workshop attendance sign-in sheets and satisfaction surveys.	In progress

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Major Improvement Strategy #3: **School Culture of Achievement:** The systems, structures, language and expectations of our students, families and staff members that has been intentionally created to maximize learning time and to set students on a path to college.

Root Cause(s) Addressed:

1) Not utilizing data analysis systems or structures to intentionally **differentiate** and drive our instruction, especially for male students and students who are performing significantly below grade level in reading, writing, and math.

2) Lack of school-wide systems and structures to transition and support **English language learners**, especially in the primary levels.

3) Insufficient **time** in reading and writing instruction.

4) Lack of **rigorous content** and application of knowledge of high-order skills as required in The Common Core State Standards for reading, math, and writing.

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

[x] School Plan under State Accountability [x] 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)
Conduct **culture camp and parent orientation** prior to the start of school year to share and train staff, students, and parents on the school culture.	August 2013	Administrative Team, Family-Community Liaisons, Teachers, Students, and Parents	Family/Community Liaisons TOSA-75,000 GF

Supplies for Parent Friday Meetings: $3447

$25,000 Contract Services-Parental Involvement-GF | 100% of parents in attendance at the orientations will sign the shared community agreement (parent compact). | Completed. |
| Implement **Positive Behavior Interventions and Support (PBIS)** that is characterized by clear expectations ECE-5 and intentional, positive relationships & interactions with students. Positive praise is given regularly and recognizes student's behavior and actions that are tied to the Cole DREAM and college. Expectations are framed | August 2013-May 2014 school year | Administrative Team, Teacher Leaders, Teachers, Students, and Parents | Rewards, Dreamer shirts, RJ posters, and PBS posters. $10,000-GF. | PBIS implementation will be measured through behavior referral rate in IC. | In progress |

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positively and often revisited.

Action	Timeline	Responsible Party	Resources	Measurement	Status
Implement a **no-excuse, high-expectation consistent behavior system** that will include a No-nonsense nurturing component, demerit and refocus system that will hold all students, staff and families accountable for the same expectations.	August 2013-May 2014 school year	Administrative Team, Teacher Leaders, Teachers, Students, and Parents.	Extra Duty Pay for Refocus and College Prep-$4,000-GF.	School-wide behavior implementation will be measured through Cole behavior tab in IC.	In progress
Create an environment that is exposing students to **college awareness**.	August 2013-May 2014 school year	Administrative Team, Instructional Coaches, Teachers, Students, and Parents	n/a	Evidence of college awareness will be physically evident in hallway/classroom displays.	In progress
Host weekly **community meetings**, where students from grade bands come together to celebrate successes and explicitly teach and discuss character traits.	August 2013-May 2014 school year	Administrative Team, Teacher Leaders, Teachers, Students, and Parents	n/a	Community Meetings occur weekly as evidenced by master schedule.	In progress
Infuse **technology (21st Century Learning)** into all aspects of curriculum and instruction.	August 2013-May 2014 school year	Administrative Team, Instructional Coaches, Teachers.	Technology Bond=$67,000	Implementation of technology as evidenced through administrative walk-throughs.	In progress
Staff **Family/Community Engagement Liaisons** to assist families on supporting the school-wide culture system.	August 2013-May 2014 school year	Family/Community Liaisons.	TOSA-1.0 FTE Family Community Liaison-Parental Involvement, 75,000-GF Supplies for Parent Friday Meetings: $3,447 (Title 1) $25,000 Services-Parental Involvement-GF	Liaison support will be evidenced through parent Friday morning agendas and sign-in sheets.	In progress
Implement Parent-Teacher Home Visit Program where teachers and parents visit outside the school environment to forge positive working partnerships.	August 2013-May 2014 school year	Teachers, Parents, and Family/Community	$22/teacher visit & $15/Para-professional visit.	The rate of teacher home visits will be captured in the parent home visit tab	On-going

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	Liaisons.	in IC.	

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. 35)	• The C.A.S.A. Leadership Council (CLC-Composed of 4-teachers, 2-staff, 3-parents, 3-community members, and 1-principal) participated in a data dive to analyze both school wide and individual student data. The data analyzed included TCAP results, DRA scores, Access scores, and Dibel results. • Based on the data sort, the CLC identified 6 potential root causes for the academic achievement (status), academic growth, and academic growth gaps: English language development, rigorous tasks and application of high-order skills, instructional time for reading and writing, classroom culture, level of student engagement/investment, and inconsistent data structures systems to differentiate instruction. • After the potential root causes were identified, school-wide classroom visits and focus groups were scheduled to observe actual classroom practice with regard to the root causes and discuss findings with all staff. The CLC members collected data

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from visits and focus groups to affirm or deny the root causes. As result, 4 root causes were verified and 2 denied. The 4 affirmed root causes laid the foundation for the action plan that is presented in Section IV.

4 root causes:

- Not utilizing data analysis systems or structures to intentionally *differentiate* and drive our instruction, especially for students who are performing significantly below grade level in reading, writing, and math.

- Lack of school-wide systems and structures to transition and support *English language learners*, especially in the primary levels.

- Insufficient *time* in reading and writing instruction.

- Lack of *rigorous content* and application of knowledge of high-order skills as required in The Common Core State Standards for reading, writing, math, and science.

| What are the comprehensive needs that justify the activities supported with Title I funds? | Section III. Data Narrative (p. 34-35) and Section IV. Action Plan (p.64-72) | PRIORITY NEEDS 1: INCREASING LOW WRITING ACADEMIC ACHIEVEMENT (STATUS) RESULTS.

PRIORITY NEEDS 2: IMPROVING THE READING AND MATH MEDIAN GROWTH PERCENTILES TO MEET OR EXCEED THE STATE SGP TARGETS IN ALL AREAS, ESPECIALLY IN ELEMENTARY SCHOOL.

PRIORITY NEED 3: CLOSING THE WRITING GROWTH GAP BETWEEN CASA ELLS AND NON-ELLS AND THE STATE SGP TARGETS. |
| 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. 64-72) | **1. Effective Instruction:** For highly effective teaching and learning of Common Core State Standards, every action including the use of: standards-based content/language objectives, rigorous tasks, digital supports, academic language, checks for understanding, differentiation, academically focused descriptive feedback, and communication and collaboration, contribute to the goal of dramatic student achievement. |

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EDAC APPROVED
Approved 6/24/2013 for 2013-2014

			2. Data Driven Assessment and Instruction: Utilizing real-time, relevant data to inform our levels of student engagement, planning, instruction, decisions, and ongoing development to continuously increase academic growth and achievement. **3. School Culture of Achievement:** The systems, structures, language and expectations of our students, families and staff members that has been intentionally created to maximize learning time and to set students on a path to college.
All core content teachers are highly qualified.	☒ Yes ☐ No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 64-72)	Yes, highly qualified teachers are recruited and retained.

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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 III. Data Narrative (p. 35) and Section IV. Action Plan (p.64-72)	Professional Development Plans are established by the C.A.S.A. Leadership Council (CLC-Composed of 4-teachers, 2-staff, 3-parents, 3-community members, and 1-principal) based on the 4 affirmed root causes and student data.
The school's Parent Involvement Policy (including the Parent Compact) is attached.	☒ Yes ☐ 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. 64-72)	• C.A.S.A. transitions students from the school based ECE program by hosting transition events with families and teachers at the end of the ECE school year. Teachers also share ECE data with Kinder Teachers • C.A.S.A. hosts Kindergarten transition sessions in the Spring prior to the school year beginning. • C.A.S.A. pre-assesses all entering Kindergarten students in the Fall to establish baseline data to individualize programming for each student.
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. 64-72)	The UIP will be annually evaluated by the C.A.S.A. Leadership Council (CLC-Composed of 4-teachers, 2-staff, 3-parents, 3-community members, and 1-principal) in the Fall based on both the district and state School Performance Frameworks.
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 64-72), Resource Column	The allocation of Title I funds are outlined in the resource columns starting on page 64.

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Shared Community Commitment

Student Commitment
- I commit to arriving at CASA, in uniform, by 8:15 daily (Monday-Friday)
- I commit to staying afterschool for refocus, college prep or tutoring if needed M-TH until 5:00
- I commit to attending school everyday unless sick
- I commit to doing my homework nightly to the best of my ability and bring it to school on time
- I commit to the behavioral expectations at CASA and will work to ensure that those around me do the same
- I am responsible for my own behavior & actions and will follow the teachers directions
- I commit to speaking with my parents about my progress, grades and behavior at CASA
- I commit to brining home my agenda book daily and having it signed by my family (2nd-8th)
- I commit to working hard everyday and putting in my best effort in all classes and on all assignments

Failure to adhere to these commitments can lead to the loss of privileges, consequences and or removal from CASA

Parent/Guardian Commitment
- I commit to supporting CASA's high behavioral, academic and extended school day expectations
- I commit to my child arriving at school daily by 8:15 (Monday-Friday), in uniform, unless sick or because of serious family emergency or problem
- I commit to my child staying afterschool for refocus, college prep or tutoring as needed M-TH, 4:00-5:00 and understand the rationale behind these programs
- I commit to monitoring my students academic progress, homework and grades regularly
- I commit to reading the monthly calendar, staying informed through the website & staying informed about school events
- I commit to providing my student with the necessary workplace and materials necessary to complete homework
- I commit to attending summer orientation, parent conferences/workshops and volunteering in the school when possible
- I commit to allowing my student to participate in all school approved field trips
- I have read, understand and commit to the behavioral expectations at CASA and will enforce them at home
- I commit to seeking out help if I have concerns regarding school related issues
- I understand that if my student is performing below grade level that they can be retained the following year

Failure to adhere to these commitments can lead to my child's loss of privileges, consequences and or removal from CASA

Teacher Commitment
- I commit to being at CASA everyday from 8:00AM–4:00 PM (Monday-Friday)
- I commit to being fully prepared with lessons for every class that I teach
- I commit to using data to inform my instruction
- I commit to implementing the cultural and academic roadmap and will hold my colleagues accountable to do the same
- I commit to differentiating, scaffolding, and using best practices to maximize student learning
- I commit to making myself available to students, parents and any concerns they may have
- I commit to being in contact with my students families regularly to communicate both positive and negative feedback
- I commit to maintaining the highest standards of professionalism and appropriate conduct
- I commit to assigning and checking homework daily and using whatever tools necessary to communicate with families
- I commit to maintaining high expectations for my students and their academic achievement

Failure to adhere to these commitments can lead to removal from CASA

All Other Staff Commitment
- I commit to being at CASA everyday from 8:00AM–4:00 PM (Monday-Friday)
- I commit to speaking with all members of the school community with respect and fairness
- I commit to making myself available to students, parents and any concerns they may have
- I commit to maintaining the highest standards of professionalism and appropriate conduct
- I commit to maintaining high expectations for students and their academic achievement

Failure to adhere to these commitments can lead to removal from CASA

Administrative Commitment
- I commit to being at CASA everyday from 8:00AM–4:00 PM (Monday-Friday)
- I commit to speaking with all members of the school community with respect and fairness
- I commit to making myself available to students, teachers, parents and staff, and any concerns they may have
- I commit to maintaining the highest standards of professionalism and appropriate conduct
- I commit to maintaining high expectations for students and their academic achievement
- I commit to provide a safe, orderly, and healthy learning environment
- I commit to nurture an intentional, positive school culture
- I commit to celebrate student and staff achievement

Failure to adhere to these commitments can lead to removal from CASA

Student Name: _____ Grade: _____
Student Signature _____ Date _____
Parent/Guardian, Teacher, or Administrator
Signature _____ Date _____

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