

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1816 School Name: COLUMBIAN ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	-	-	45.08%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	37.19%	-	-	
		W	53.52%	-	-	32.79%	-	-	
		S	47.53%	-	-	21.62%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	58	-	-	61	-	-	
		M	70	-	-	52	-	-	
		W	65	-	-	42	-	-	
ELP	47	-	-	50	-	-			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center;">Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	n/a
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	n/a
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.	n/a

Improvement Plan Information

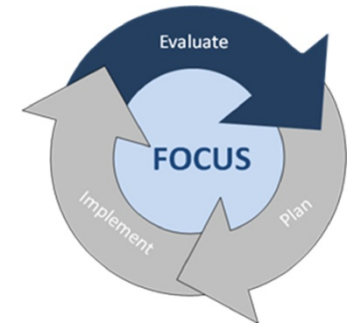
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

School Contact Information (Additional contacts may be added, if needed)		
	Name and Title	Deborah Tu-Tygrs
	Email	Deborah_Tu-Tygrs@dpsk12.org
	Phone	303-433-2539
	Mailing Address	2925 W. 40 th Avenue, Denver CO 80211
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading Target: 45% Writing Target: 37% Math Target: 33% Science Target: 12%	No. Approaching. Reading Target: 45%. 2011-2012 Performance: 40%. Below target by 5%. Writing Target: 37%. 2011-2012 Performance: 48%. Exceeded target by 11%. Math Target: 33%. 2011-2012 Performance: 29%. Below target by 4%. Science Target: 22%. 2011-2012 Performance: 15.5%. Exceeded by 3.5%	For the past five years professional development has been focused on literacy and not on math. 2011-2012 Academic Achievement Targets set for reading and writing were reached. Effect of professional development specific to reading and writing is evident.
Academic Growth	Reading Target 50 MGP Writing 50 MGP	Reading Target 50 MGP. 2011-2012 Performance: 61MGP Exceeded target by 11 MGP	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	Math 50 MGP	Writing Target 50MGP. 2011-2012 Performance 42MGP. Below target by 8 MGP. Math Target 50 MGP. 2011-2012 Performance 52%. Exceeded target by 2 MGP.	
Academic Growth Gaps			
Post Secondary Readiness		n/a	

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
Academic Achievement (Status)	<p>TCAP Reading</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>39%</td> <td>40%</td> <td>32%</td> <td>46%</td> </tr> </tbody> </table> <p>The percentage of Proficient/Advanced students in grades 3-5 at Columbian is increasing on TCAP. Reading, resulting in an upward trend but is below the state expectation of 70%. (2008 – 30%, 2009 -39%, 2010 – 40%, 2011 – 32%, 2012 – 46%)</p>		2008	2009	2010	2011	2012	Reading	30%	39%	40%	32%	46%	<p>On TCAP Columbian is performing well below the state expectation in all content areas. Reading 46% (72%); Math 36% (70%); Writing 32% (54%) and Science 14% (45.36%)</p>	<p>Among the teaching staff:</p> <ul style="list-style-type: none"> There is a need to increase conceptual knowledge about standards; A lack of standards application (CCSS, CAS, Standards of Mathematical Practices and Seven Capacities of Literate Individuals.); and Inconsistencies in using data to drive instruction.
	2008	2009	2010	2011	2012										
Reading	30%	39%	40%	32%	46%										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p style="text-align: center;">TCAP Math</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Math</td> <td>39%</td> <td>42%</td> <td>46%</td> <td>41%</td> <td>36%</td> </tr> </table> <p>Our data shows students that are proficient or above in grades 3 - 5 in Math on TCAP for the last five years. Columbian trends well below the state by almost half. (2008 – 39%, 2009 – 42%, 2010 – 46%, 2011 – 41%, 2012 – 36%) The last two years at Columbian, the data has shown a steady decline.</p> <p style="text-align: center;">TCAP Writing</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>24%</td> <td>23%</td> <td>24%</td> <td>32%</td> </tr> </table> <p>The overall percentage of Columbian students who scored proficient or advanced on TCAP increased from 14% in 2008, 24% in 2009, 23% in 2010, 24% in 2011 to 32% in 2012, and is notable because even though we are increasing, we are significantly below the state performance by 23%.</p>		2008	2009	2010	2011	2012	Math	39%	42%	46%	41%	36%		2008	2009	2010	2011	2012	Writing	14%	24%	23%	24%	32%		
	2008	2009	2010	2011	2012																						
Math	39%	42%	46%	41%	36%																						
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p style="text-align: center;">TCAP Science</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Science</td> <td>10%</td> <td>6%</td> <td>6%</td> <td>3%</td> <td>15%</td> </tr> </table> <p>The percentage of 5th grade students who scored Proficient or Advanced on the science TCAP remained flat at an average of 8% between 2008 and 2012 staying well below the 48.4% state average over the same period, putting Columbian at an average of 40% below the state average. (2008 – 10%, 2009 – 6%, 2010 – 6%, 2011 – 3%, 2012 – 15%)</p>		2008	2009	2010	2011	2012	Science	10%	6%	6%	3%	15%		
	2008	2009	2010	2011	2012										
Science	10%	6%	6%	3%	15%										
Academic Growth	<p style="text-align: center;">TCAP Reading MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Reading</td> <td>41</td> <td>34</td> <td>44.5</td> <td>34.5</td> <td>61</td> </tr> </table> <p>The MGP for students at Columbian in grades four and five on TCAP reading decreased from 41 in 2008 to 34 in</p>		2008	2009	2010	2011	2012	Reading	41	34	44.5	34.5	61	<p>On TCAP math and writing, fourth and fifth graders at Columbian are performing well below the state expectation for MGP. Math 52 (70); Writing 42 (65)</p>	<p>Among the teaching staff:</p> <ul style="list-style-type: none"> • There is a need to increase conceptual knowledge about standards; • A lack of standards application (CCSS, CAS, Standards of Mathematical Practices and Seven Capacities of Literate Individuals.); and • Inconsistencies in using data to drive instruction.
	2008	2009	2010	2011	2012										
Reading	41	34	44.5	34.5	61										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p>2009, increased to 44.5 in 2010, decreased to 34.5 in 2011 and increased to 61 in 2012. The trend is modestly increasing yet below the state expectation of 58 MGP.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Grade 4 MGP 2008-2012</p> <table border="1" style="display: none;"> <caption>Grade 4 MGP 2008-2012</caption> <thead> <tr><th>Year</th><th>MGP</th></tr> </thead> <tbody> <tr><td>2008</td><td>24</td></tr> <tr><td>2009</td><td>25</td></tr> <tr><td>2010</td><td>39</td></tr> <tr><td>2011</td><td>36</td></tr> <tr><td>2012</td><td>46.5</td></tr> </tbody> </table> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">TCAP Math MGP</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>66</td> <td>60.5</td> <td>51</td> <td>50.5</td> <td>52</td> </tr> </tbody> </table> </div>	Year	MGP	2008	24	2009	25	2010	39	2011	36	2012	46.5		2008	2009	2010	2011	2012	Math	66	60.5	51	50.5	52	<p>As indicated (left) on graph - fourth grade reading is 46.5(58) MGP (2012.)</p> <p>On TCAP Math and writing fourth graders at Columbian are performing well below the state expectation for MGP – Math (52); Writing (42.)</p>	
Year	MGP																										
2008	24																										
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p>The MGP for students at Columbian in grades four and five on TCAP math decreased from 66 in 2008 to 60.5 in 2009, to 51 in 2010, to 50.5 in 2011 and a slight increase to 52 in 2012. It is a declining trend well below the state expectation of 70 MGP.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>44</td> <td>55.5</td> <td>31.5</td> <td>45</td> <td>42</td> </tr> </tbody> </table> </div> <p>The MGP for students at Columbian in grades four and five on TCAP writing increased from 44 in 2008, to 55.5 in 2009, decreased to 31.5 in 2010, increased to 45 in 2011 and decreased to 42 in 2012. The trend is flat and below the state expectation of 65 MGP.</p>		2008	2009	2010	2011	2012	Writing	44	55.5	31.5	45	42		
	2008	2009	2010	2011	2012										
Writing	44	55.5	31.5	45	42										
Academic Growth Gaps		<p>On TCAP Columbian is performing well below the state expectation in all content areas. Reading 46% (72%); Math 36% (70%); Writing 32% (54%) and Science 14% (45.36%)</p>	<p>Among the teaching staff:</p> <ul style="list-style-type: none"> • There is a need to increase conceptual knowledge about standards; • A lack of standards application (CCSS, CAS, Standards of 												

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>In 2008 the MGP for ELLs were 25.5, 2009 - 65.5, 2010 - 31, 2011 - 54 and 2012 - 54.5 The MGP for Non-ELLs in 2008 were 46, 2009 54.5, 2010 32, 2011 43 and 54.5 38. In 2009, 2011 and 2012 the ELLs at Columbian the ELLs outperformed the Non-ELLs by 11, 11, and 16.5 respectively. The gaps from 2008 – 2010 decreased and now the gaps are increasing but at an inverse of what we would expect. Neither population met the state expectation of 70.</p>		
Post Secondary & Workforce Readiness			

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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Narrative:

Demographics: Columbian Elementary School is in Region 1, Northwest Denver. Enrollment in 2011-2012 was 308 students. There has been a decline this year in school enrollment. We currently have 282 students. The percentage of students who qualify for Free & Reduced Lunches is 92.9% (257 students FRL/25 not eligible.) The percent of minority students (combined) is 94.8% (about 260 students.) 32.8% of our students are English Language Learners (ELLs) and 20.5% of our students have IEPs. Our students range from ECE (3 and 4 year olds) through fifth grade and we have two center programs (Multi-Intensive.)

Our SPF rating for the 2011-2012 school year is Accredited on Watch. In Student Progress Over Time – Growth – we are approaching, earning 40% of the possible points (37/93.) In Student Achievement Level – Status – we do not meet earning only 26% over the possible points (9/35.) These results confirm our understanding that although we are beginning to make some progress, our students' performance across all content areas remains low. The trends are mostly flat, with an overall downward trend in math.

Process for developing the UIP

September 14: All teachers met to review SPF to identify overall areas of strengths and needs. All teachers then analyzed 5 years of TCAP status results for Columbian and the state. In groups, teachers created charts for reading, writing, math and science to compare the school to the state. Teacher groups wrote trend statements for each content area. Trend statements were shared with the whole group.

September 14: Following the whole staff meeting, the district data assessment partner met with members of the SLT and determined that trends indicate that root cause is systems related rather than specific to content or sub-groups.

October 4: SLT reviewed the process for writing the UIP. Team decided to work backwards by identifying root causes. We reviewed multiple data sources including TCAP results, teacher self-evaluations of levels of teaching (telling, explaining, and nurturing) as aligned with Framework for Effective Teaching, survey on professional development needs (Comfort Level with Math Strategies), and discussed patterns observed such as teacher instructional strategies and students' understanding of content, and informal conversations with teachers. This data review was used to identify root cause statements. There was not a significant gap among any of the populations. Although it appears that in growth the ELLs are outperforming the non-ELLs it is notable that the numbers are significantly different. (ELLs – approximately 260 students/ Non ELLs – 23 students.) Therefore the SLT determined that our priority performance challenge is a systems issue rather than content or sub-group specific. The team then developed two major improvement strategies and action steps connected to each strategy.

October 10: Members of the SLT met with the district data assessment partner and school improvement partner to review the first draft of UIP.

October 11: Members of the SLT met to revise the UIP based on feedback from district partners. Trend statements, performance priority challenges, root cause statements, and major improvement strategies were refined.

March 14: Members of SLT met with district partners to gain clarity of expectations for updating status of progress on action steps. March 21 leadership team updated status and added implementation benchmarks. April 3 teachers will reflect on specific actions, results from actions and next steps for this year and 2013-2014 school year.

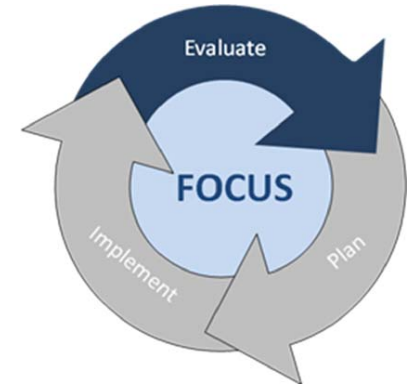
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	On TCAP Columbian is performing well below the state expectation in all content areas. Reading 46% (72%); Math 36% (70%); Writing 32% (54%) and Science 14% (45.36%)	R	62	72	STAR, Early STAR, Spring DRA2/EDL2	<p>The Teachers will use standards (CCSS, CAS, Standards of Mathematical Practices and Seven Capacities of Literate Individuals) to effectively plan and deliver instruction.</p> <p>Teachers will collect and use students' data to effectively plan and deliver instruction using Doug Reeves' protocol for Five Step Data Team Process.</p> <p>Implement professional development using the CCSS, CAS and Standards for Mathematical Practice to increase conceptual knowledge of the standards.</p>
			M	61	71	District Interims, formative assessments	
			W	54	64	District Interims, data team pre/post assessments	
			S	48	58		
Academic Growth	Median Student Growth Percentile	On TCAP math and writing, fourth and fifth graders at Columbian are performing well below the	R	65	70	STAR, Early STAR, Spring DRA2/EDL2	Implement professional development using the CCSS, CAS and
			M	60	65	District Interims, formative	

	(TCAP/CSAP & CELApro)		state expectation for MGP. Math 52 (70); Writing 42 (65)			assessments	Standards for Mathematical Practice to increase conceptual knowledge of the standards. The Teachers will use standards (CCSS, CAS, Standards of Mathematical Practices and Seven Capacities of Literate Individuals) to effectively plan and deliver instruction. Teachers will collect and use students' data to effectively plan and deliver instruction using Doug Reeves' protocol for Five Step Data Team Process.
		W	Fourth grade reading 46.5(58) MGP. On TCAP Math and writing fourth graders at Columbian are performing well below the state expectation for MGP – Math (52); Writing (42.)	55	65	District Interims, data team pre/post assessments	
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

- **Major Improvement Strategy #1:** Implement professional development using the CCSS, CAS and Standards for Mathematical Practice to increase conceptual knowledge of the standards.
- **Root Cause(s) Addressed:** Among the teaching staff:
 - There is a need to increase conceptual knowledge about the standards

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)
Self-assessment of level of teaching for math	(2012-13 and 2013-2014)	Teachers	Cost of copying and supplies, local cost	Teacher survey given three times per year: September, January, April	In progress
Morning professional development around instructional support and standards	(2012-13 and 2013-2014)	Teachers, TECs, Administration	Cost of copying and supplies, local cost	Bi-monthly, 45 minutes each. Rotate math & literacy content focus. 2012-2013 PD dates: 9/5, 9/18, 9/26, 10/9, 10/17, 10/24, 11/13, 11/20, 12/12, 1/16, 1/29, 2/13, 2/26, 3/13, 3/19, 4/10, 4/16, 4/24, 4/30, 5/15, 5/23	In progress

Individual and team coaching to implement instructional supports within classroom	(2012-13 and 2013-2014)	Teachers and TECs	Supplies and materials: card stock, clotheslines, trays, magnets etc.	Weekly Team agendas, meeting notes, TEC & teacher communication.	In progress
Teachers observe colleagues and provide feedback	(2012-13 and 2013-2014)	Teachers	n/a	Twice a year Kinder teacher observes kinder partner, Jan. 15. 3 rd grade teacher models in kinder classroom, Feb. 20. 2 nd grade teacher observes 4 th gr instruction, March 7.	In progress
Grade-level data teams to collect & analyze data to plan and drive instruction	(2012-13 and 2013-2014)	K-5 classroom teachers and literacy TEC	Cost of copying and supplies, local cost	2-3 times per month. 2012-2013 K-5 Grade level data team dates: 9/6, 9/20, 9/27, 10/18, 11/8, 11/15, 11/29, 12/6, 12/13, 1/10, 1/17, 1/31, 2/7, 2/14, 2/28, 4/4, 4/11, 4/18, 4/25, 5/2, 5/9, 5/16. SMART goal cycle forms.	In progress
Lesson Study	(2012-13 and 2013-2014)	PDU participants, TECs	Guest teachers, school budget. \$100/teacher/day as needed.	Once a year. 2012-2013 dates: 3/7, 4/4, 4/11, 4/18, 4/25. Meeting notes, lessons and reflections.	In progress
Various informational sessions for families to inform and highlight standards in each content area (Principal Coffee, PTO, Family Nights)	(2012 - 13 and 2013 - 14)	Principal Teachers School Social Worker	Cost of copying and supplies, local cost. Title 1 family engagement funds.	Monthly Sept. 25, 2012, Title 1/ Math Parent Night. January 29, 2013, literacy night Principal Coffee: 9/28, 11/16, 1/11	In progress

				Science Fair: Oct. 23 Authors Tea: April 18	
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* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

- **Major Improvement Strategy #2:** The Teachers will use standards (CCSS, CAS, Standards of Mathematical Practices and Seven Capacities of Literate Individuals) to effectively plan and deliver instruction.
- **Root Cause(s) Addressed:** Among the teaching staff:
 - There is a lack of standards application (CCSS, CAS, Standards of Mathematical Practices and Seven Capacities of Literate Individuals.)

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)
Individual and team coaching to implement instructional supports within classroom	(2012-13 and 2013-2014)	Teachers and TECs	Supplies and materials: card stock, clotheslines, trays, magnets etc.	Weekly Team agendas, meeting notes, TEC & teacher communication.	In progress
Apply strategies within the Framework for Effective Teaching such as strategic questioning, continuum of supports, and increased wait time	(2012-13 and 2013-2014)	Teachers, TECs, principal, peer observers	Cost of copying and supplies, local cost	Self-assessments of levels of teaching Principal feedback TEC feedback Progress toward school-wide and individual areas of focus as indicated on end-of-year summary form. Reflection after April 19, 2013.	In progress
Lesson Study	(2012-13 and 2013-2014)	PDU participants, TECs	Guest teachers, school budget. \$100/teacher/day as needed.	Once a year. 2012-2013 dates: 3/7, 4/4, 4/11, 4/18, 4/25. Meeting	In progress

				notes, lessons and reflections.	
District designed TLA professional development implemented at the school	(2012-13 and 2013-2014)	TECs Teacher Leaders Principal Teachers	Cost of copying and supplies, local cost	Completion of "take away" forms to use for observations and coaching support. Literacy TL co-plan & co-facilitate on August & January Green Days. Math content presented on August & January Green Days.	In progress

Major Improvement Strategy #3: Teachers will collect and use students' data to effectively plan and deliver instruction using Doug Reeves' protocol for five step data team process.

- **Root Cause(s) Addressed:** Among the teaching staff:
 - There are inconsistencies in using data to drive instruction

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Five step data team process (collect and chart data, analyze results, set SMART goal and develop action plan)	(2012-13 and 2013-2014)	Teachers, TECs	Cost of copying and supplies, local cost	2-3 times per month Team meetings Reporting forms	In progress
Include strategies within the Framework for Effective Teaching in collaborative planning	(2012-13 and 2013-2014)	Teachers, TECs, principal	Cost of copying and supplies, local cost	Team meetings Reporting forms	In progress
Apply strategies within the Framework for Effective	(2012-13 and	Teachers, TECs,	Cost of copying and supplies,	Self-assessments of	In progress

Teaching such as strategic questioning, continuum of supports, and increased wait time	2013-2014)	principal, peer observers, paraprofessional support	local cost	levels of teaching Principal feedback TEC feedback Progress toward school-wide and individual areas of focus as indicated on end-of-year summary form. Reflection after April 19, 2013.	
Lesson Study	(2012-13 and 2013-2014)	Participating teachers, TECs	Guest teachers, school budget. \$100/teacher/day as needed.	Once a year. 2012-2013 dates: 3/7, 4/4, 4/11, 4/18, 4/25. Meeting notes, lessons and reflections.	In progress

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements: N/A

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

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

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
Informational Meetings: (PTO, CSC, Principal Coffees) held monthly with informal discussion around standards in each content area	Major Improvement Strategy 1: Parents/Guardians need to be informed of new standards that are being implemented, how the expectations are changing, and the rigor that is associated with those standards.	\$1,958
Intervention Teacher	Major Improvement Strategy 3: Supports students who are working below expectations in math and literacy	\$58,778
Paraprofessional	Major Improvement Strategy 3: Paraprofessional support – to assist with differentiation for students who are working at various levels	\$14,850
Social Worker	Major Improvement Strategy 1	\$22,410
Supplies and Materials (Instruction)	Major Improvement Strategies – 1, 2, and 3	\$14,662
Total (The total should equal 10% of the district's projected 2013-14 Title IA allocation. If unknown, use the 2012-13 allocation.)		\$112,658