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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1928 School Name: COWELL ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
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 50th percentile by using 1-year or 3-years of data	R	72.05%	-	-	38%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	40.28%	-	-	
		W	54.84%	-	-	28.57%	-	-	
		S	45.36%	-	-	7.88%	-	-	
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	64	-	-	59	-	-	
		M	69	-	-	53	-	-	
		W	69	-	-	56	-	-	
		ELP	40	-	-	48	-	-	

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	**Median Student Growth Percentile** **Description:** Growth for reading, writing and math by disaggregated groups. **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.	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.	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.	
Post Secondary/ Workforce Readiness	**Graduation Rate** **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Post Secondary Readiness: -
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	Dropout Rate **Expectation:** At or below State average overall.	-	-	-	
	Mean ACT Composite Score **Expectation:** At or above State average	-	-	-	

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Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Improvement Plan	Based on preliminary results, the school is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the in UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uip/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?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Yes, 2007
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.	Yes, 2007

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

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

	School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Rebecca Zachmeier, Principal
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	Mailing Address	Cowell Elementary School, 4540 W. 10th Avenue, Denver, CO 80204
2	Name and Title	Flor Amaro, Assistant Principal
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	Phone	720-424-8300
	Mailing Address	Cowell Elementary School, 4540 W. 10th Avenue, Denver, CO 80204

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
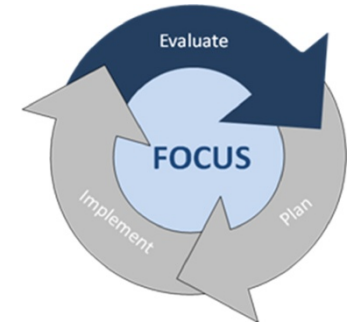
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading 46% Math 46%	43% - 3.6% below Target 36% - 10% below Target	
	Writing 36% Science 16%	29% - 7% below Target 9% - 7% below Target	
Academic Growth	Not Written		1. Instructional practices are not data-based.
	Cowell MEETS		
Academic Growth Gaps	Not Written		
	Cowell MEETS		
Post Secondary Readiness	NA	NA	

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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 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)	**TCAP Reading** 		

Reading data: 2008 31%, 2009 26%, 2010 30%, 2011 38%, 2012 42%

- The percentage of students overall at Cowell scoring proficient and advanced on TCAP reading between the years of 2008-2012 has been 31%, 26%, 30%, 38%, 42%, resulting in a slightly upward trend, but is below the state expectation of 72%.

Priority Performance Challenges:
- Overall students at Cowell are performing well below the State expectation across all content areas: Reading 42% (72%) Math 36% (70%) Writing 27%(54%) and Science 9% (45%).

Root Causes:
- We do not progress monitor student data closely enough in reading, writing, math or science to drive and differentiate our instruction.
- Intervention and special education supports are not offered to Spanish speaking students in their native language.
- We need to provide more opportunities for ELD, especially for transitioning ELL students in all content areas.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Math		

	2008	2009	2010	2011	2012
Math	30%	37%	41%	40%	36%

The percentage of students overall at Cowell scoring proficient and advanced on TCAP math between the years of 2008-2012 has been 30%, 37%, 41%, 40%, 36%, resulting in a slightly upward trend, but is below the state expectation of 70%.

TCAP Writing

	2008	2009	2010	2011	2012
Writing	13%	19%	17%	28%	27%

The percentage of students overall at Cowell scoring proficient and advanced on TCAP writing between the years of 2008-2012 has been 13%, 19%, 17%, 28%, 27%, resulting in a slightly upward trend, but is below the state expectation of 54%.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Science		

The percentage of students overall at Cowell scoring proficient and advanced on TCAP science between the years of 2008-2012 has been 3%, 9%, 6%, 8%, 9%, resulting in a slightly upward trend, but is below the state expectation of 45%.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	**TCAP Reading MGP** 		2008	2009	2010	2011	2012
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Reading	53	79.5	65	49.5	62 | • The MGP for students overall at Cowell on TCAP reading between the years of 2008-2012 have been 53, 79.5, 65, 49.5, 62, resulting in a slightly upward trend but below the state expectation of 64. **TCAP Math MGP** |	2008	2009	2010	2011	2012
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Math	38	69	68	45	46	 • The MGP for students overall at Cowell on TCAP Math between the years of 2008-2012 have been 38, 69, 68, 45, 46, resulting in a slightly upward trend but	• MGP overall for students at Cowell is below the State expectation across all content areas: Reading 53 (64 Math 46 (69) and Writing 56 (69)	• We do not progress monitor student data closely enough in reading, writing, math or science to drive and differentiate our instruction. • Intervention and special education supports are not offered to Spanish speaking students in their native language. • We need to provide more opportunities for ELD, especially for transitioning ELL students in all content areas.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	below the state expectation of 53. **TCAP Writing MGP** 	Year	2008	2009	2010	2011	2012
Writing	46.5	70	63	51	56 | • The MGP for students overall at Cowell on TCAP Writing between the years of 2008-2012 have been 46.5, 70, 63, 51, 56, resulting in a slightly upward trend but below the state expectation of 69.		
Academic Growth Gaps			
Post Secondary & Workforce Readiness	NA	NA	NA

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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

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 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.	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.	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.	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.

Narrative:

DESCRIPTION/PROCESS:

Cowell Elementary School serves the immediate neighborhood living North of 6th Avenue, East of Sheridan Blvd., West of Perry Street and South of 12th Avenue. We do not have center-based programs in our school, nor do we have students bused into our school from any other areas. In our population of 525 students in ECE through 5th grade, 92% qualify for FRL, 64% speak Spanish as their primary language, 35% speak English as a first language and 1% speak either Nepali, Arabic or Hindi. The ethnicity of our students is 82% Hispanic, 7% mixed race, 4% white, 3% Native American, 3% Black and 1% Asian. Our special education mild/moderate students make up 9% of the population and 4% of our students receive Gifted and Talented services. Our neighborhood is bordered by the neighborhoods of three other elementary schools. Our border on Sheridan Blvd. is a business strip that is 60% vacant and has two bars, a bakery, a beauty shop and a barbershop in the occupied spaces.

The purpose of developing our UIP is to strategically analyze school data and implement a building plan for instruction that meets the needs of our student body and will ultimately raise our Academic Achievement and Academic Growth while closing Growth Gaps. Our Collaborative School Committee (CSC), made up of teachers, school administrators and parents, met to analyze data from the 2012 TCAP results (that included data from the last five years). We included CELA and SPF data from 2011-12 as well. The CSC identified current trends evident in our data. We continued to compare CELA, TCAP, SPF, interim and STAR data on students to develop a picture of our ELL, non-ELL, grade level, FRL, non-FRL, GT and IEP learners. We then met again with CSC teachers, administrators and building staff to determine root causes for these trends. Action steps were developed with input from the entire instructional staff.

REVIEW CURRENT PERFORMANCE:

SPF - Overall Cowell scored 49% on the School Performance Framework (SPF) and moved from being a green to school to Yellow – Accredited on Watch. Cowell received 53% of the SPF points for Growth, 34% of the SPF points for Status, 50% of SPF points for Re-Enrollment, 50% of SPF points for Student Engagement and 63% of SPF Points for Parent Engagement. We fell off of being a GREEN school by 1%, having a total score of 49% of points overall.

READING - Cowell fell far below state and federal expectations for proficient and advanced scores in all content areas with differences of 34% below in reading, 30% below in math, 26% below in writing and 38% below in science. At the same time, Cowell tied the District in 3rd grade reading (59%), was 8% below the District in 4th grade at 41%, and fell 26% below the District (52%) in 5th grade. Our Lectura scores were 50% while the District showed 47% proficient and advanced on the same assessment. Our **target** for P/A in reading was 46%. Overall we fell short of the target by 3%, reaching only 43%.

WRITING – State and Federal expectations for writing are 55%, and Cowell scored well below that at 29% proficient and advanced overall. Our 3rd grade writing scores at 47% beat the District by 5%, but 4th grade scores of 16% and 5th grade scores of 21% were below the Districts scores of 36% for 4th grade and 44% for 5th grade. Escritura scores for Cowell were 46% proficient and advances, just 1% below the District Escritura scores at 47%. We targeted our school to make a 4% increase – from 32% to 36%, while we actually showed a 3% decline at 29%.

MATH – Cowell's math scores fell below the federal and state requirements (69%) with our overall scores for proficient and advanced at 53%. The 3rd grade math scores were 37% (District was 54%), 4th grade was at 41% (District was 56%) and 5th grade was at 30% (District was 50%) proficient and advanced. The 2012 **target** for math was to increase from 40% to 46% and in reality we declined 4% with just 36% overall P/A.

SCIENCE - Only 9% of the 5th grade students at Cowell score proficient and advanced in Science. We set our **target** last year to move from 8% to 16%, doubling our P/A number, but fell short of that goal by coming in with just a 1% increase. State and Federal expectations for Science are at 45%, and we are far below this expectation and the scores of the District overall performance of 29%.

CELA – CELA median growth percentiles have fallen in the last three years from 54.5% to 53% to 32% from 2010-2012. Currently 56% of our ELL students are on track to reach CELA Level 5 and 44% are not on track to reach CELA Level 5. Students who are on track are 6% on Level 2, 42% on Level 3, 45% on Level 4 and 6% on Level 5. Students who are off-track spend 1.0 average years at a No Score, 2.2 average years on Level 1, 1.8 average years at Level 2, 1.9 average years at Level 3 and 1.5 average years at Level 4 – never reaching Level 5.

In identifying the needs of the learner in Major Improvement Strategy #1 from last year's UIP, we learned that interventions put into place to support learners did not address the needs of ELL learners because only 1 of 4 support team members in special education and intervention could address learning needs in Spanish. We have remedied this situation with 2 of 5 support team members being bilingual, and will continue the action step this year. Major Improvement Strategy #2 in 2011 focused on developing effective Writing strategies and differentiation across the grade levels. During the past year we identified a lack of writing skills being delivered and are now aligned from Kindergarten to 5th grade with Daily Language Instruction skills work that is embedded in the Denver Literacy Plan writing component. Our ELL student transition was the reason for implementing Major Improvement Strategy #3 last year, and Cowell's Leadership Team has developed a plan to support Spanish speakers by beginning English sooner and instructing in Spanish longer. We have also met with the DPS ELA Department and will continue our work this year to identify specific language target implementation at each specific grade level starting in ECE.

NOTABLE TRENDS:

- The number of students scoring Proficient/Advanced on state TCAP assessments has **not** increased significantly over the past 5 years (31% in 2008, 26% in 2009, 30% in 2010, 38% in 2011 and 42% in 2012) and Cowell still performs overall below State (69%) and District (59%) expectations.
- Third grade Reading has shown growth from 36% to 49% to 59% Proficient/Advanced from 2010-2012, and 3rd grade Lectura shows 43% to 61% to 50% in the same years. However, 4th grade over the same time period demonstrated P/A of 24%, 23% and 41% and 5th grade during the same years performed at 33%, 44% and 26%.
- 3rd graders who speak English as their first language are on par with the district at 59% proficient and advanced, as are 3rd graders who speak Spanish as a first language and take the Lectura assessment and outperform the District at 50% compared to 47%.
- 3rd grade students who take Writing and Escritura are at or above the District; however, similar to Reading and Lectura, when our 4th grade students test in English our scores plummet in both 4th and increase only slightly in 5th grade.
- Math has been flat over the past five years with overall P/A scores of 30%, 37%, 41%, 40% and 36% from 2008 – 2012.
- Science scores show little growth at the following levels: 3%, 9%, 6%, 8%, and 9% for years 2008 – 2012.
- The MGP of CELA Scores significantly decreased from 54.5% to 53% and 32% over the last 3 years, 2010-2012
- Scores for ELL learners have increased from 19% proficient in 2010 to 31% in 2011 and 33% in 2012 and non-ELL learners have increased from 37% proficient in 2010 to 35% in 2011 and 48% in 2012. This is an 18% gap in 2010, 4% in 2011 and 15% in 2012.
- Academic Growth - Median Growth % overall for the past four years is 79.5, 65, 49.5 and 62 from 2009 – 2012
- Academic Growth Gaps - 19% of exited and 13% of non-ELL students grew to P/A while ELL growth was 2%.

PRIORITY PERFORMANCE CHALLENGES

Academic Achievement Challenges:

- Over five years, Cowell has not moved students to the proficient and advanced quartile quickly enough with scores from 2008 – 2012 being 31%, 26%, 30%, 38% and 42%.
  - In Reading 4th grade students from 2008-2012 scored P/A at 24%, 19%, 24%, 23% and 41%, while 5th grade students during the same years performed at 37%, 33%, 33%, 44% and 26%, far below 3rd grade students at 31%, 26%, 36%, 49%, and 59% proficient and advanced.
  - In Writing 4th grade students from 2008 – 2012 scored P/A at 9%, 9%, 17%, 20% and 16%, while 5th grade students during the same years performed at 16%, 28%, 22%, 33%, and 21%, far below 3rd grade students at 13%, 22%, 13%, 29%, and 47%.
  - Math growth is flat, with 4th grade students from 2008 – 2012 scoring P/A at 35%, 36%, 51%, 28% and 41%; 5th grade students during the same period performed at 27%, 43%, 40%, 43% and 30%; and 3rd grade students at 28%, 35%, 32%, 48%, and 37%.
  - Science P/A scores over a five year period are stagnant at 3%, 9%, 6%, 8% and 9% for 5th graders from 2008 – 2012.
- 44% of our students are **not** on track to reach Level 5 on CELA
  - Median growth percentiles on CELA over four years have gone from 45 to 54.5 to 53 and 32

Academic Growth Challenges:

- Median Growth % overall for the past five years is 53, 79.5, 65, 49.5 and 62 from 2008 – 2012

Academic Growth Gaps Challenges:

- 19% of exited and 13% of non-ELL students grew to proficient and advanced while ELL growth was 2%.

Our **greatest combined priority challenge** is how to avoid a significant drop in scores from 3rd to 4th grade when state assessments are administered in English to all students regardless of their proficiency levels in English. With only 56% of Cowell students are on target to reach Level 5 in CELA, we are not set to meet future targets for status, growth or growth gaps.

ROOT CAUSES ANALYSIS:

The following root causes have been identified for our priority performance challenges:

Academic Achievement:

The **root cause** for our inability to move students to proficient and advanced areas in all contents is that we are not using effective progress monitoring tools that identify where students are getting stuck, especially in the L1 to L2 transition process. If we were using appropriate progress monitoring tools, we would be able to transition students from their first language (L1) into English (L2) based on data that would enable us to identify how and when to implement supports that meet individual needs most effectively. Cowell must develop a plan for language transition that is differentiated enough to enable all learners to gradually transition when they are ready according to data, not according to what grade they are in! In addition, specific progress monitoring data must be used to inform teachers as to the impact of their instruction. Cowell has not been gathering sufficient data that acts as solid evidence for making instructional decisions (including how to identify students who are experiencing language barriers) to move students to their language and learning goals.

VERIFICATION:

- We analyzed CELA Reading scores that showed 33% of 4th graders and 50% of 5th graders scoring proficient or higher in reading.
- Cowell teachers have not gathered data to show how instructional decisions were made for math, science and writing.
- Progress monitoring tools exist in reading in the form of AIMSweb fluency checks, running records and conference notes. We do not have a program for monitoring math or writing needs.
- Teachers have stated that data gathering for writing is difficult since each genre uses varying criteria for scoring.

- Difficulty with language transitions in writing was corroborated by the CELA scores that show 22% of 4th graders and 8% of 5th graders proficient or higher in CELA writing.
- Small grouping is happening in reading, with stations to support differentiated learners and grouping to support both language and levels of reading.
- Although individual supports are provided, small grouping is not happening for math and writing as observed during building walk-throughs.
- Growth reports, MGP reports, subgroup performance and continuously enrolled reports for TCAP and CELA, SPF, interim and STAR reports were also reviewed.

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Section IV: Action Plan(s)

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

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

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

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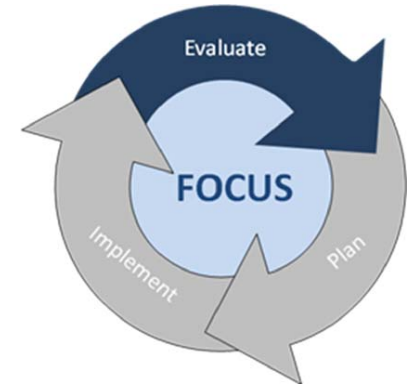
School Target Setting Form

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	R	Overall students at Cowell are performing well below the State expectation across all content areas: Reading 42% (72%) Math 36% (70%) Writing 27%(54%) and Science 9% (45	53% Proficient and Advanced overall	59% Proficient and Advanced overall	-STAR reading on a monthly basis -Data team and SMART goal review every 6 weeks at every grade level -Specific focus on ELL learners, monitored in Avenues, STAR and Imagine Learning (gr. 3- 5) -Use Avenues Additional Assessments to monitor ELL progress	-Increase Status and Growth across all content areas by progress monitoring to determine supports needed - Monitor ELL students and supplement their learning with resources - ELA intervention to assist with strategies for ELL students
		M		52% Proficient and Advanced overall	58% Proficient and Advanced overall	-Pre and post assessment of EDM units completed to guide instruction -Math data teams and SMART goal review every 6 weeks at every grade level	-Increase Status and Growth across all content areas by progress monitoring to determine supports needed - Monitor ELL students and supplement their learning with resources - ELA intervention to assist with strategies for ELL students
		W		39% Proficient and Advanced overall	42% Proficient and Advanced overall	-Progress monitor skills with DLI weekly -Writing data teams and SMART goal review every 6 weeks at every grade level	-Increase Status and Growth across all content areas by progress monitoring to determine supports needed - Monitor ELL students and supplement their learning with resources - ELA intervention to assist with strategies for ELL

							students
		S		24% Proficient and Advanced overall	32% Proficient and Advanced overall	-Pre and post assessment of Science units taught	-Increase Status and Growth across all content areas by progress monitoring to determine supports needed - Monitor ELL students and supplement their learning with resources - ELA intervention to assist with strategies for ELL students -Consistent delivery of Science curriculum from grade to grade
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	MGP overall for students at Cowell is below the State expectation across all content areas: Reading 53 (64 Math 46 (69) and Writing 56 (69)	Set Performance Targets			
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggreg. 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: _ Use the LEAP framework to Align Professional Development for teachers around High Impact Instructional Moves that will support teacher needs for data cycles, progress monitoring steps, materials training, etc.

Root Cause(s) Addressed: _We do not progress monitor student data closely enough in reading, writing, math or science to drive and differentiate our 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)
Identify student performance issues during data teams and create instructional strategies that address students' needs for Reading, Writing and Math every 6 weeks.	Ongoing from Oct. 2012-14	Teachers with assistance from Principal, Facilitator, AP and IS partners	DiBELS training and books - Target grant ($725) - Progress monitoring tools from Title 1 ($1,200)	Data is brought to data team meetings by teachers and analyzed for need.	Ongoing with monthly cycles.
Consistently write SMART goals every 6 weeks to address identified needs.	Ongoing from Oct. 2012-14	Teachers with assistance from AP, Principal, IS partners	Teacher computers (already present in the bldg..) valued at $27,000.	SMART goals are in place every 6 weeks for Reading, Writing, Math	Ongoing
Implement instruction that is identified in the SMART goal and progress monitor for effectiveness.	Ongoing from Oct. 2012-14	Teachers, Principal, AP, Facilitator and TL	Student support materials as identified (?$) , paper - Title 1 $300/year	Results from progress monitoring and SMART goals met	Ongoing
Implementing Small groups, differentiation in place in ea. Content area	Ongoing from Oct. 2012-14	Teachers, Principal, Facilitator, AP	Materials at differentiated levels - $4,000 from budget	Instruction looks different than whole group.	Ongoing
Use UIP Tracker to determine if steps are being implemented as listed in this action plan.	Ongoing	Principal, District mentors	UIP Tracker program – Free form district	Principals will be implementing UIP actions steps and meeting expected growth	Ongoing – in place

* 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: <u>Use WIDA standards to provide consistency in instruction and transition across all content areas for ELL students.</u>
Root Cause(s) Addressed: <u>We do not progress monitor student data closely enough in reading, writing, math or science to drive and differentiate our instruction. Intervention and special education supports are not offered to Spanish speaking students in their native language.We need to provide more opportunities for ELD, especially for transitioning ELL students in all content areas.</u>

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)
Strategically place students in classroom groups according to CELA need and teacher ELA qualifications.	Aug. 2012-14	Principal, Teachers, Office Staff	CELA data on paper ($24/wk) from school budget	All students are instructed at their language level.	Completed for 2012
Meet with ELA-S teaching staff to align language targets from ECE through 5th grade.	Nov. 2012 - 2014	Teachers, AP, ELA interventionists	Time during each PD	Language targets identified per grade level	In progress
Progress monitor language acquisition in L1 and L2 at the end of each month using appropriate language measuring tools.	Nov. 2012-2014	Teachers, ELA interventionists, P, AP	Avenues progress monitoring tools for K-2 ($250) - Imagine Learning (free from district)	Student language levels are recorded monthly.	In progress
Instruction specifically designed to address language needs across the content areas during data team meetings, included in SMART goals.	Nov. 2012-14	Teachers/ELA /AP/Prinipal Interventionists/Facilitator	Paper/progress monitoring results ($24/wk) - budget	Language needs met at grade level and content area	Ongoing with data cycle work and Imagine Learning
Students are grouped by language needs across the ELA block for Avenues	Nov. 2012-14	Teachers/Facilitator/ELA interventionists/AP/Principal	Resources to meet student learning needs – Title 1 ($?)	ELL student performance increases	In some classrooms
Non-fiction English texts are available in all ELA-S classrooms to support vocabulary and content areas.	Nov. 2012-14	Principal, AP	Non-fiction books at each grade level meet ELL reading levels –Carmel Hill funds for $6,000 ea. Yr.	ELL students access materials in English to support their reading and learning.	Purchased and are being used.
Principal/AP/Facilitator monitor and support classrooms during this transition of expectations.	Nov. 2012-14	Principal, AP, Facilitator	Data gathering tools – paper ($24)/wk	Instruction is supportive of student lang. needs.	Ongoing

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Major Improvement Strategy #3: _____ **Root Cause(s) Addressed:** _____

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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)

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:
- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program

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

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	Parents and staff are members of the CSC and have participated in the data gathering and trend analysis and priority performance challenges process. School staff additionally found root causes for our priority performance challenges.
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	*Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.* **See pages 8, 9 and 10 of the Data Narrative for Cowell Elementary**
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 10)	*Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.* **See pages 15, 16, and 17 of the Action Plan for Cowell Elementary**
All core content teachers are highly qualified.	☑ Yes ☐ No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	Highly qualified teachers are checked for correct credentials prior to hiring. ELA-E and ELA-S teachers are hired to match the population of students in these areas of need.

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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 IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	Student needs are monitored by gathering data every six weeks. Staff needs are met through professional development, classroom observations and resource distribution where identified.
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. 10)	Students visit classrooms when they are leaving ECE and entering Kindergarten. Parents are provided with a list of skills that will help students be successful learners so they can support them at home as well. We also visit the local Head Start and meet with parents to deliver the same information.
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	The UIP will be updated regularly by using the UIP Tracker program within DPS. The results of this tracking will be reported back to CSC, which involves parents as well. Any changes or additions to the UIP will be made on a regular basis, as we view our UIP as a working document.
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	*Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.* **See pages 15, 16, and 17 of the Action Plan for Cowell Elementary**

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Section V: Supporting Addenda Forms

For Schools Operating a Title I Targeted Assistance Program

Schools that participate in Title I must use this form to document Title I program requirements for operating a targeted assistance 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 Targeted Assistance Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
What are the multiple objective criteria used for identifying and exiting students in the Title I program?		Section III: Data Narrative (p.7)	Students are identified for Title I services through Free and Reduced Lunch applications. These applications are updated twice during the school year.
How is the progress of participating students reviewed on an ongoing basis to determine whether or not the program must be revised if progress is not sufficient? How are individual students' needs met?		Section III. Data Narrative (p.7) or Section IV: Target Setting Form (p.8)	Individual student needs are met based on data gathered on a six week basis for all content areas of learning. Progress monitoring of Title 1 students is completed weekly through the use of SMART goals written by teachers. Instruction is directed to address individual student needs at every level.
How is the overall effectiveness of the program evaluated?		Section III. Data Narrative (p.7) or Section IV: Target Setting Form (p. 8)	Effectiveness of the program is measured by school progress on State TCAP and CELA scores as well as District and School assessments. Since Cowell Elementary is a Title 1, TNLI school, our overall achievement and growth evaluate the effectiveness of our programs.
How does the Title I program accelerate student growth? How is the program coordinated and aligned with the general classroom curriculum?		Section IV: Action Plan (p. 10)	The Title I program accelerates student growth because Title I funds pay for additional resource materials necessary to measure the progress of all learners. We use these funds for specific intervention and special education curricula that meet the needs of at-risk learners.

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Description of Title I Targeted Assistance Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Title I students receive additional assistance in reading and/or math that is beyond what is provided in the regular classroom.	☑ Yes ☐ No		
Primary consideration was given to providing extended learning time and minimizing removal of children from the regular classroom during regular school hours for instruction.	☑ Yes ☐ No		
Title I students are only taught by highly qualified teachers.	☑ Yes ☐ No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	Highly qualified teachers are checked for correct credentials prior to hiring. ELA-E and ELA-S teachers are hired to match the population of students in these areas of need.
How are Title I student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	Professional development is based on student data, which drives instruction. Teachers learn additional skills and program training when student data directs us to provide additional resources for students.
The school's Parent Involvement Policy (including the Parent Compact) is attached.	☑ Yes ☐ No		
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	*Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.* **See pages 15, 16, and 17 of the Action Plan for Cowell Elementary**

Parent Compact – Cowell Elementary – Spanish

Responsabilidades de Estudiantes:

1. Completar todos los trabajos de la escuela.
   - Terminar y entregar trabajos de la clase y tareas para casa
   - Leer por 20 minutos cada tarde, preferible a un adulto

2. Asistir a la escuela todos los dias.
   - Llegar a tiempo a la escuela
   - Dormir a tiempo para poder hacer un mejor trabajo todos los dias

3. Seguir todas las reglas de la escuela y salón de clases.
   - Vestir apropiadamente para la esucela
   - Usar zapatos con los que pueda jugar seguramente

4. Trabajar diariamente para elevar mi individualidad.
   - Practicar los razgos de individualidad que he aprendido
   - Ganar CIAs por mi conducta

Firma: _____

Responsabilidades de los Padres:

1. Enviar a mi hijo/a a la escuela preparado para aprender
   - Poner una hora adecuada para dormir para que mi hijo/a este descansado
   - Proveer los útiles apropiados
   - Traer a mi hijo/a a tiempo a la escuela

2. Ayudar a mi hijo/a con sus trabajos de la escuela diariamente
   - Poner un lugar y horario para que haga las tareas de casa
   - Ayudar con las tareas de casa y lectura todas las tardes

3. Ser un padre participante activo
   - Llamar si mi hijo/a va a faltar a clases
   - Asistir a las funciones de la escuela
   - Leer toda la información enviada a casa
   - Reunirme con el maestro/a para conferencias y ponerme al corriente

Firma: _____

Responsabilidades de Maestros/as:

1. Mantener comunicación con padres y estudiantes.
   - Mantener conferencias y hablar con los padres cuando sea necesario
   - Enviar a casa reportes cada trimestre
   - Poner expectativas para el salón de clases y consequencias por mala conducta e informar a los padres/estudiantes

2. Ser modelo y reforzar las reglas de la escuela, políticas y procedimientos.

3. Estar preparado/a para enseñar
   - Presentar lecciones apropiadas con fidelidad al currículo del distrito escolar
   - Enviar tarea a casa diario
   - Enseñar para las necesidades de todos los alumnos
   - Asistir al desarrollo profesional para mejorar la enseñanza

Firma: _____

Responsabilidades de los directores:

1. Poner altas expectativas para el personal, estudiantes y padres
   - Asegurar un currículo estimulante
   - Implementar programas de calidad que incrementarán el éxito
   - Proveer desarrollo profesional que apoye la enseñanza en el salón de clases

2. Asegurar y mantener un ambiente positivo, seguro y limpio
   - Monitorear el aseo de la escuela
   - Seguir las normas del distrito referente a la seguridad
   - Proveer comunicación
     -Boletín semanal
     -Noticiero para padres
     -Manual para padres

3. Comprometerse a reclutar, retener y entrenar al personal altamente calificado.

Firma: _____

*Parent Compact – Cowell Elementary
School – English*

Student Responsibilities:

- Complete all school work.
- Finish and turn in classroom and homework assignments
- Read for 20 minutes every evening, preferably to an adult

- Attend school every day.
- Be on time for school
- Get to bed on time so I can do my best work every day

- Follow all school and classroom rules.
- Dress appropriately for school
- Wear shoes I can play safely in

- Work daily to build my character.
- practice the character traits I have learned
- earn CIAs for my behavior

Signed:
_____

Parent Responsibilities:

- Send my child to school prepared for learning
- Set an early bedtime for my child so he/she is well rested
- Provide the proper supplies
- Bring my child to school on time

- Assist my child with their school work every day
- Set a place and time for homework completion
- Assist with homework and reading every night

- Be an active parent participant
- Call if child is going to be absent
- Attend functions at school
- Read all information sent home
- Meet with the teacher for conferences and updates

Signed:
_____

Teacher Responsibilities:

- Maintain communication with parents and students.
- Hold conferences and speak with parents when necessary
- Send home trimester reports
- Set classroom expectations and consequences for behavior and inform parents/students

- Model and reinforce school rules, policies and procedures.

- Be prepared to teach every day
- Present grade appropriate lesson plans with fidelity to the DPS curriculum
- Assign homework daily
- Teach to the needs of all children
- Attend staff development to improve instruction

Signed:
_____

Administrator Responsibilities:

- Set high expectations for staff, students and parents
- Ensure a challenging curriculum
- Provide professional development that supports classroom instruction
- Provide necessary parent materials to support learning at home.
- Ensure and maintain a positive, safe and clean school environment
- Monitor school cleanliness
- Follow district security guidelines
- Provide communication
  - -Weekly bulletin to teachers
  - -Parent newsletter
  - -Parent handbook
- Support parent involvement ideas and activities.
- Commit to recruit, retain and train highly qualified staff.

Signed:
_____