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Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 3/2/2012 for 2012-2013

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2027 School Name: POLARIS AT EBERT ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	71.65%	-	-	98.53%	-	-	Overall Rating for Academic Achievement: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	99.01%	-	-	
		W	53.52%	-	-	96.57%	-	-	
		S	47.53%	-	-	94.74%	-	-	
			Median Adequate SGP			Median SGP			
			Elem	MS	HS	Elem	MS	HS	
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.	R	9	-	-	70	-	-	Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
		M	17	-	-	65	-	-	
		W	19	-	-	80	-	-	
		ELP	-	-	-	-	-	-	

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: Exceeds * 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	-	-	-	

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/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.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
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.

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Section II: Improvement Plan Information

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

Additional Information about the School

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

Improvement Plan Information

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

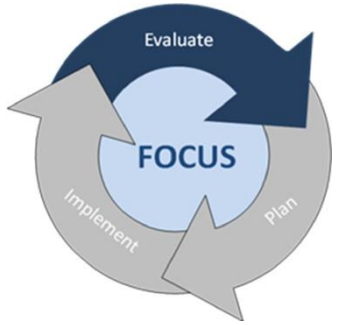
☑ State Accountability ☐ Title IA (Targeted Assistance or Schoolwide) ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG)

☐ 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	Karin Johnson, Principal
	Email	karin_johnson@dpsk12.org
	Phone	720-424-7860
	Mailing Address	410 Park Avenue West Denver, CO 80205-2614
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.



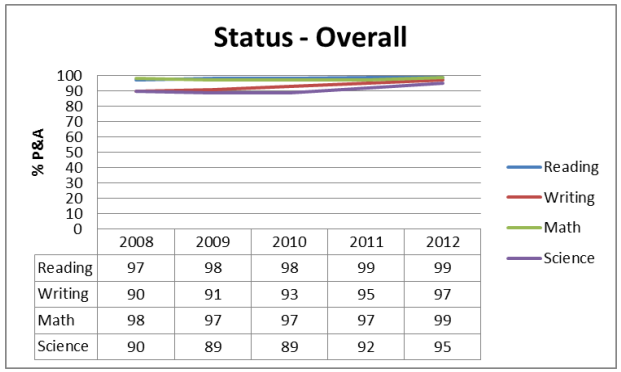
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

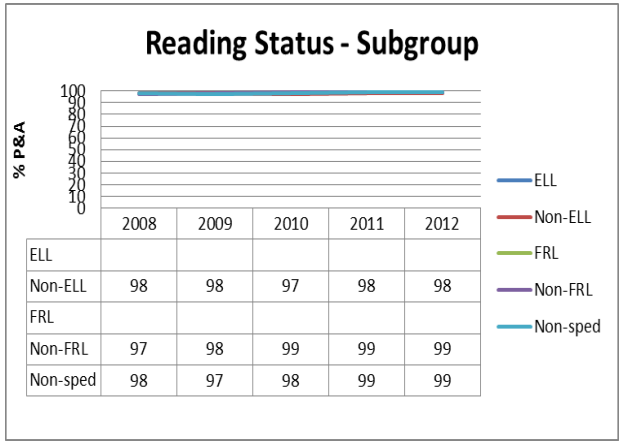
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, ***the main intent is to record your school's reflections to help build your data narrative.***

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)	The percentage of students scoring proficient or advanced on the math TCAP will be 98 or higher.	The percentage of students scoring proficient or advanced on the math TCAP was 99. We exceeded our target by 1 point.	Professional Development with Kelli Trainor; discussion about writing in math – Wendy Hoffer; PDU around math – facilitated by Richard Lloyd; kept own students rather than switching groups; the Math In Focus Curriculum creates more awareness of test taking skills, a greater understanding of test taking skills, and deep thinking on closely reading and understanding math.
Academic Growth	The median growth percentile for math will be greater than or equal to 66.	The median growth percentile for math was 65. We missed our target by 1 point.	
Academic Growth Gaps	N/A		
Post Secondary Readiness	N/A		

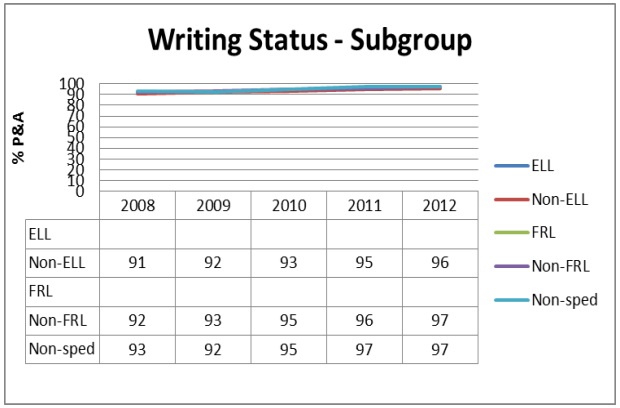
Worksheet #2: Data Analysis

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)	 2008 2009 2010 2011 2012 Reading 97 98 98 99 99 Writing 90 91 93 95 97 Math 98 97 97 97 99 Science 90 89 89 92 95 The percentage of our students scoring proficient or advanced on the reading TCAP/CSAP has remained stable at or above 97 from 2008-2012 and exceeds the state's expectation of 72. The percentage of our students scoring proficient or advanced on the writing TCAP/CSAP has increased from 90 to 97 from 2008 to 2012 and exceeds the state's expectations of 54. The percentage of our students scoring proficient or advanced on the math TCAP/CSAP has remained stable at or above 97 from 2008 to 2012 and exceeds the state's expectations of 71.	N/A	N/A

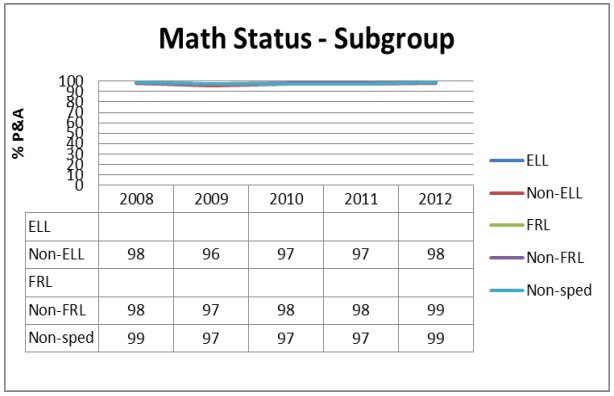
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of our students scoring proficient or advanced on the science TCAP/CSAP has increased from 89 to 95 from 2009 to 2012 and exceeds the state's expectations of 48.		
	 The percentage of all subgroups (Non-English Language Learners, Non-Free and Reduced Lunch students, and Non-Special Education students) scoring proficient or advanced on the reading TCAP/CSAP have remained stable at or above 97 from 2008-2012 and exceeds the state's expectation of 72.		

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



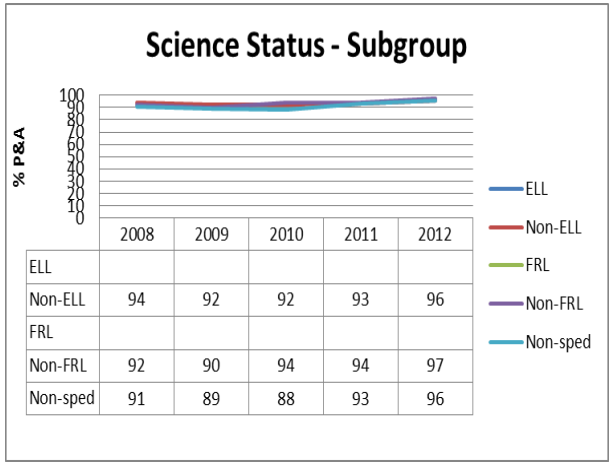
	2008	2009	2010	2011	2012
ELL					
Non-ELL	91	92	93	95	96
FRL					
Non-FRL	92	93	95	96	97
Non-sped	93	92	95	97	97

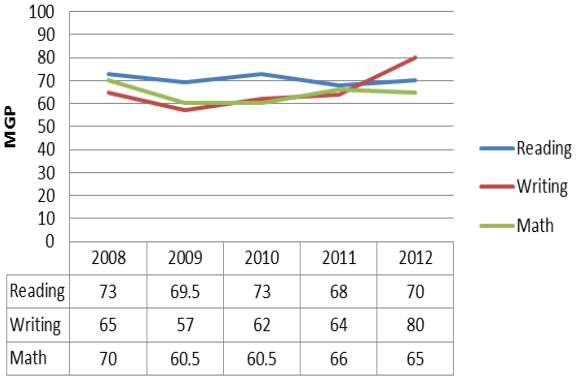
The percentage of all subgroups (Non-English Language Learners, Non-Free and Reduced Lunch students, and Non-Special Education students) scoring proficient or advanced on the writing TCAP/CSAP have increased by 4 to 5 points from 2008-2012 and exceed the state's expectations of 54.

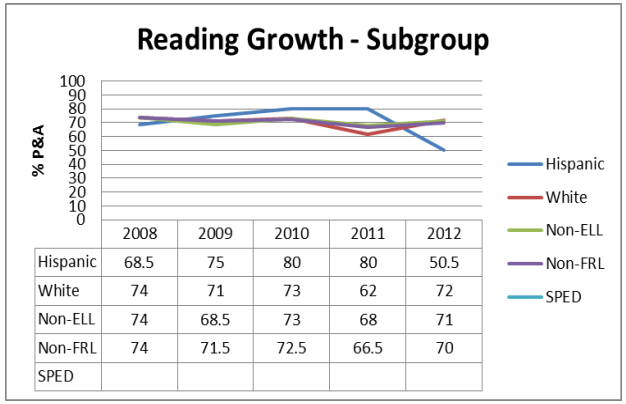


	2008	2009	2010	2011	2012
ELL					
Non-ELL	98	96	97	97	98
FRL					
Non-FRL	98	97	98	98	99
Non-sped	99	97	97	97	99

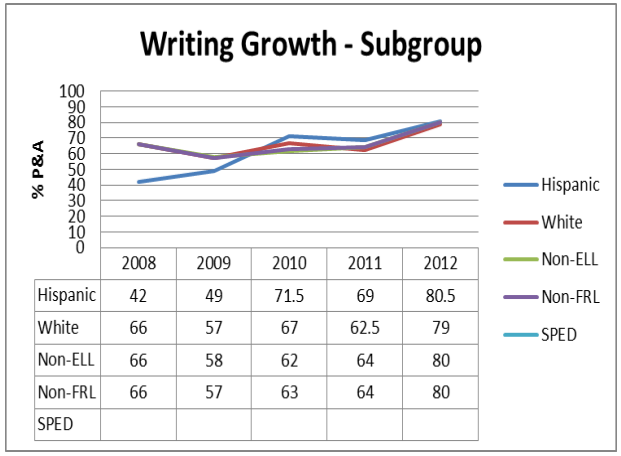
The percentage of all subgroups (Non-English Language Learners, Non-Free and Reduced Lunch students, and Non-Special Education students) scoring proficient or advanced on

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	the math TCAP/CSAP have remained stable at or above 97 from 2008-2012 and exceed the state's expectations of 71.		
	 2008 2009 2010 2011 2012 ELL Non-ELL 94 92 92 93 96 FRL Non-FRL 92 90 94 94 97 Non-sped 91 89 88 93 96 The percentage of all subgroups (Non-English Language Learners, Non-Free and Reduced Lunch students, and Non-Special Education students) scoring proficient or advanced on the science TCAP/CSAP have increased by 5 to 7 points from 2009-2012 and exceed the state's expectation of 48.		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	 2008 2009 2010 2011 2012 Reading 73 69.5 73 68 70 Writing 65 57 62 64 80 Math 70 60.5 60.5 66 65 The median growth percentile for our students on the reading TCAP/CSAP has decreased and increased each year from 2008 to 2012 and exceeds the state's median of 50. The median growth percentile for our students on the writing TCAP/CSAP has decreased and increased each year from 2008 to 2012 and exceeds the state's median of 50. The median growth percentile for our students on the math TCAP/CSAP has decreased by 5 points from 2008 to 2012 and exceeds the state's median of 50.	The median growth percentile on the math TCAP/CSAP for our students showed a slight decrease from 2008-2012 (70, 60.5, 60.5, 66, 65) and is our lowest overall content area for growth.	We lack understanding of the pacing of Math in Focus both within and across grade levels. We lack data/detailed gap analysis to show our specific needs in math as well as a way to engage those students in developing goals and being aware of their own strengths and needs.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	 2008 2009 2010 2011 2012 Hispanic 68.5 75 80 80 50.5 White 74 71 73 62 72 Non-ELL 74 68.5 73 68 71 Non-FRL 74 71.5 72.5 66.5 70 SPED The median growth percentile for our Hispanic students on the reading TCAP/CSAP has decreased by 29.5 points from 2010 to 2012 and is .5 points above the state's median of 50. The median growth percentile for our white, Non-English Language Learners and our Non-Free and Reduced Lunch students on the reading TCAP/CSAP have remained stable from 2008 to 2012 with all groups 20-22 points above the state's median of 50.	N/A	N/A

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

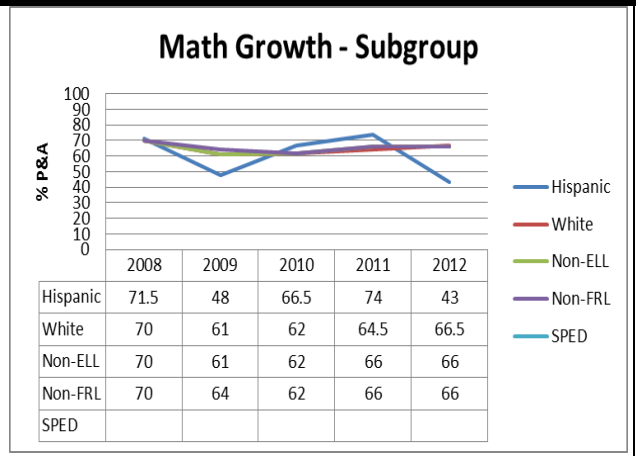


	2008	2009	2010	2011	2012
Hispanic	42	49	71.5	69	80.5
White	66	57	67	62.5	79
Non-ELL	66	58	62	64	80
Non-FRL	66	57	63	64	80
SPED					

The median growth percentile for our Hispanic students on the writing TCAP/CSAP has increased by 38.5 points from 2008 to 2012 and is 30.5 points above the state's median of 50.

The median growth percentile for our white students on the writing TCAP/CSAP has increased and decreased each year from 2008 to 2012 and is 29 points above the state's median of 50.

The median growth percentile for our Non-English Language Learners and our Non-Free and Reduced Lunch students on the writing TCAP/CSAP have increased from 2009 to 2012 and are 30 points above the state's median of 50.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 2008 2009 2010 2011 2012 Hispanic 71.5 48 66.5 74 43 White 70 61 62 64.5 66.5 Non-ELL 70 61 62 66 66 Non-FRL 70 64 62 66 66 SPED The median growth percentile for our Hispanic students on the math TCAP/CSAP has decreased and increased from 2008 to 2012 and is 7 points below the state's median of 50. The median growth percentile for our white, Non-English Language Learners and our Non-Free and Reduced Lunch on the math TCAP/CSAP have increased from 2009 to 2012 with all groups 16 to 16.5 points above the state's median of 50.		
Post Secondary & Workforce Readiness	N/A		

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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 of School and Process for Data Analysis

(Include a brief description of the school, the process for developing the UIP, and who participated in the data analysis such as parents, school staff, and program administrators such as Early Reading First or Head Start.)

On September 14, 2012 our faculty met with Kim Nusbaum, our Data Partner to analyze our 2012 TCAP data.
UIP Meeting
Root Cause Data Meeting

Attendees:
Kim Nusbaum
Karin Johnson
Richard Lloyd
Danny Mey
Sean Semler
Patrick MacDonald
Eileen Wise
Karen Vanpala
Angie Brown
Leslie Dodge

During the meeting, we reviewed our targets and reflected on our successes and challenges:

Targets:

First Target 2011-2012

Academic Achievement Status = % of students proficient or advanced.

Goal last year to meet 98%
Actual was 99%

Second Target 2011-2012

Academic Growth =

Goal last year was to meet 66%
Actual was 65%

Reflection:

Why did we make 65th percentile in math last year?

1. Professional Development with Kelli Trainer
2. Discussion about writing in math – Wendy Hoffer.
3. PDU around math – facilitated by Richard Lloyd.
4. Kept own students rather than switching groups.
5. The Math In Focus Curriculum more awareness of test taking skills greater understanding of test taking skills and deep thinking on closely reading and understanding math.

Our school's status is much higher than state average in all areas.

As we look at the Gap Analysis we note that the Hispanic Population in our school is on a downward trend as far as growth. Currently, we have 24 Hispanic students enrolled in the entire school. We have 15 students in the 4th and 5th grade.
Discussion around Common Core and difficulty of reading and ability to comprehend in math will be our focus. Reading will be a strategy to get us to raise the ability of our students to test effectively. An improvement strategy will be to implement common core state standards. Math is our greatest area of need.

Though our growth has been consistent for four years, the median growth percentile on the math TCAP/CSAP for our students (70, 60.5, 60.5, 66, 65) showed a slight decrease from 2008-2012 (70, 60.5, 60.5, 66, 65) and is our lowest overall content area for growth.
The goal of our UIP will be to increase our level of content area reading in all areas specifically math to address the area that was slightly lower in 2009 thru 2012.

Review Current Performance

(Identify where you did not meet expectations in status, growth, and growth gaps. Reference the state and district SPFs and section I of this template. Describe whether or not you met the targets you set last year in status, growth and growth gaps, what those targets were, and how far away you were from your goals.)

On September 14, 2012 our staff convened to review last year's targets. Our results are as follows:

For status, growth, and growth gaps, we exceed expectations.

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)	The percentage of students scoring proficient or advanced on the math TCAP will be 98 or higher.	The percentage of students scoring proficient or advanced on the math TCAP was 99. We exceeded our target by 1 point.	Professional Development with Kelli Trainor; discussion about writing in math – Wendy Hoffer; PDU around math – facilitated by Richard Lloyd; kept own students rather than switching groups; the Math In Focus Curriculum creates more awareness of test taking skills, a greater understanding of test taking skills, and deep thinking on closely reading and understanding math.
Academic Growth	The median growth percentile for math will be greater than or equal to 66.	The median growth percentile for math will be greater than or equal to 65. We missed our target by 1 point.	
Academic Growth Gaps	N/A		
Post Secondary Readiness	N/A		

Trend Analysis

(Talk about what data you analyzed including relevant local performance data such as STAR and Interims. Consider comparing school and district data. Describe trends you noticed

*including negative trends (priority performance challenges.) Be explicit about which indicator the trend refers to (status, growth, growth gaps.) Include analysis of data at a more detailed level than presented in the SPF report including **all** students (for example, within a cohort, within a grade level, within a disaggregated group).*

On September 14, 2012, the whole staff convened to examine TCAP status and growth reports across content areas. We noted some of the following trends:

- Our status across content areas has been in the 90s over the last five years.
- The MGP for our Hispanic students has decreased over time and is currently 51.
- The MGP for our 5th grade students in math has decreased over time and is currently 51.
- The MGP for our Hispanic students in math has decreased over time and is currently 43.

This is a snapshot for our trends. See the trends column above for more detailed descriptions.

	Reading				Writing				Math				Science			
	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend
Overall	99	↑	70	→	97	↑	80	↑	99	→	65	↑	95	↑		
Grade K																
Grade 1																
Grade 2																
Grade 3	100	↑			98	↑			100	↑						
Grade 4	96	→	76	→	96	→	80	↑	97	→	76	↑				
Grade 5	100	→	65	↑	96	→	80	↑	99	→	51	↓	95	↑		
Grade 6																
Grade 7																
Grade 8																
Asian/Pacific Islander																
Black																
Hispanic	96		51	↓	96		81	↑	96		43	↓				
White	99		72	→	97		79	↑	99		67	↑				
Male	97	→			95	↑			97	→			96	↑		
Female	100	→			99	↑			100	↑			93	↑		
FRL																
Non-FRL	99	→	70	→	97	↑	80	↑	99	→	66	↑	97	↑		
ELL																
Exited ELL																
Non-ELL	98	→	71	→	96	↑	80	↑	98	→	66	↑	96	↑		
SPED																
Non-SPED	99	→			97	↑			99	→			96	↑		

Priority Performance Challenges

(Explain how you prioritized performance challenges. Include at least one priority performance challenge for each indicator for which minimum expectations were not met. Specify priority disaggregated groups in detail such as for a cohort of students, a grade level, or within a sub-content area.)

On September 14, 2012, our staff examined a visual representation of our trends data (above) across content areas and subgroups. We captured our noticings, applied the REAL criteria, and agreed upon the following priority performance challenges:

Status:
We did not identify a status challenge because we exceed expectations, and our status numbers are consistently in the high 90s.

Growth:
The median growth percentile on the math TCAP/CSAP for our students showed a slight decrease from 2008-2012 (70, 60.5, 60.5, 66, 65) and is our lowest overall content area for growth.

Growth Gaps:
We did not identify a growth gaps challenge because we exceed expectations and we do not have enough students to comprise subgroups.

Root Cause Analysis

(Name the root causes for each of your priority performance challenges. Make sure the causes are ones the school can control and that they reflect the analysis of multiple types of data. Consider broad, systemic root causes if the school did not meet expectations on a large number of indicators. Explain how you identified and verified (with more than one data source) root causes and how stakeholders were involved.)

Root cause analysis was conducted as a two-part conversation with staff representatives. We presented the priority performance challenges and generated all possible explanations for status, growth, and growth gaps. We then removed explanations that we could not control or were not supported by data. We consolidated and named the remaining explanations in sentences crafted as deficits (we lack/do not have/have not mastered.) The SLT then convened on September 25, 2012 to begin prioritize the remaining items and to examine "why." The following root causes were identified:

- We lack understanding of the pacing of Math in Focus both within and across grade levels.
- We lack data/detailed gap analysis to show our specific needs in math as well as a way to engage those students in developing goals and being aware of their own strengths and needs.

ONGOING

Interim Measures

(For each interim measure you identified in the Action Plan, examine and describe results. Indicate next steps that will happen as a result of examining this data, and make any relevant changes to your action plan.

At a minimum, consider the following points in the year for review of data based on availability of results:

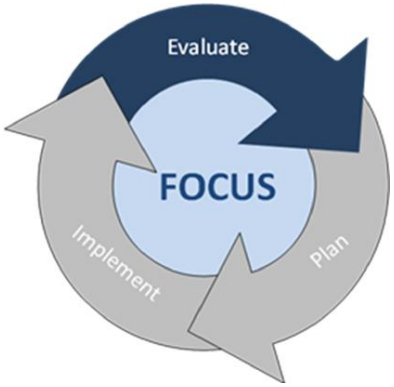
January: STAR, Math Interim, Reading Interim (optional), CBLA data, additional informal data

April: CELA, additional informal data

May: third grade TCAP, CoAlt, STAR, Math Interim, Reading Interim, Writing interim, CBLA data, additional informal data

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 2012-13	Annual Performance Targets 2013-14	Interim Measures for 2012-13	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R					
		M	N/A	N/A	N/A	N/A	N/A
		W					
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M	The median growth percentile on the math TCAP/CSAP for our students showed a slight decrease from 2008-2012 (70, 60.5, 60.5, 66, 65) and is our lowest overall content area for growth.	The median growth percentile for our students on the math TCAP will be 65.	The median growth percentile for our students on the math TCAP will be 65.	Math interim data will be collected and reviewed by teachers and school administrators in October, December, and May. We expect to see an increase in the percentage of students scoring "proficient" or "advanced" during each window as well as a decrease in the percentage of students scoring "unsatisfactory". The percentage of students scoring proficient or advanced in May should meet or exceed the TCAP target. Teachers will review formative classroom assessment data at weekly data team meetings. We	We will merge the recommended pacing of Math in Focus with the implementation training both within and across grade levels to ensure fidelity. We identify and implement strategies to analyze gaps before and during math instruction and create a way to engage students in developing goals and being aware of their own strengths and needs

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						expect to see progress in line with established SMART goals.	
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M	N/A	N/A	N/A	N/A	N/A
		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: We will merge the recommended pacing of Math in Focus with the implementation training both within and across grade levels to ensure fidelity.

Root Cause(s) Addressed: We lack understanding of the pacing of Math in Focus both within and across grade levels.

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)
Professional development – overview of instructional strategies for an authentic implantation of Math in Focus.	8/23/2012	Kelli Trainer – Math Consultant	Training included in original curriculum purchase.	100% of classroom observations will show instructional strategies in use.	Completed
Classroom observations to show instructional strategies in use.	September 2012-February 2013	Kelli Trainer – Math Consultant	Observation tool	Use of Math in Focus observation rubric (or alternate) to record instructional strategies in use in 100% of classrooms.	Completed for Grades k-5 once. In progress for second round Grades K-5.
Monitor pacing by checking that teachers use program sequence and add time to build background knowledge.	2012-2013	Kelli Trainer – Math Consultant	Title II total: $ 12,198.	100% of teachers record pacing and plan accordingly to complete Books A & B.	Completed
Participate in in-depth lesson study and demonstration lessons as grade-level teams.	2012-2013	Kelli Trainer – Math Consultant	From Title II funds as noted above	Use observation rubric to set individual goals with	In progress (schedule in

				100% of teachers and note progress towards master teacher status.	appendix)
Consultant and principal will review table of implementation benchmarks with teachers.	1/7/2013	Kelli Trainer – Math Consultant Karin Johnson, Principal	From Title II funds as noted above	Check for Pre-Test & Test Prep data, use of Home Newsletters, use of textbooks, manipulatives, and workbooks for 100% of teachers.	Completed
Professional development: analyze sequence of content from Grades K-5.	1/7/2013	Kelli Trainer – Math Consultant Kim Nusbaum, Data Assessment Partner	From Title II funds as noted above	100% of teachers are aware of what is taught at their own grade level and able to connect to neighboring grade concepts.	Completed
Examine the alignment of Math in Focus to the Common Core State Standards; communicate across grade levels.	2013-2014	Kelli Trainer – Math Consultant Kim Nusbaum, Data Assessment Partner	From Title II funds as noted above	Document will be created that maps Math in Focus expectations to the Common Core State Standards.	In progress

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

Major Improvement Strategy #2: We identify and implement strategies to analyze gaps before and during math instruction and create a way to engage students in developing goals and being aware of their own strengths and needs.

Root Cause(s) Addressed: We lack data/detailed gap analysis to show our specific needs in math as well as a way to engage those students in developing goals and being aware of their own strengths and needs.

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)
Analyze student needs through use of interims, Math in Focus assessments; check question – conversations/chart – use checklists	2012-2013	Kelli Trainer – Math Consultant	From Title II funds as noted above	Capture evidence of conceptual understanding via recorded check questions for 100% of teachers.	Completed
Students compare pre-tests to prep tests to better understand their personal growth and progress towards mastery. Should be able to answer, "What I need to practice…" following a chapter test.	2012-2013	Kelli Trainer – Math Consultant	From Title II funds as noted above	Check to see that 100% teachers have conferred with students on growth model at least once by 1-7-2013	Completed
Study content on pre-test and commit to building background knowledge before proceeding to grade level content. Take improvements from MIS #1 and apply in individual manner to students.	2012-2013	Teachers	From Title II funds as noted above	100% of students take a pre-test assessing background knowledge. Results categorize students for flex grouping to allow teachers to re-teach before progressing. Administer Quick Check to check results.	Completed
Teachers will learn the importance of building strong foundational skills before moving to more advanced, abstract concepts. Should be able to relate to the	2012-2013 1-22-2013	Kelli Trainer – Math Consultant	From Title II funds as noted above	Use observation rubric (or alternate) to measure demonstration of concept	In progress

Common Core State Standards in theory and practice. Teachers will plan and demonstrate a concept strand in a PD session.				strand for 100% of teachers.	

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

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

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

Description of Action Steps to Implement the Major Improvement Strategy	**Timeline** (2012-13 and 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)

Summary

Consultant, Kelli Trainer-Barnett will work with teachers in Grades K-5 to ensure proper implementation of a high-quality curriculum in alignment with student population and school goals. Most support includes professional development, research and reporting.

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Teachers will be trained on how to use a tiered approach to differentiation and intervention with the goal to reach students whose needs are not met if when all students are taught the same way. This includes using a highly scaffolded curriculum (Math in Focus: Singapore Math) to adapt instruction to the needs of individualized learners through the use of reteach and enrichment activities.

Teachers are trained in the approach to introduce new concepts in a very concrete manner before progressing to increasingly difficult problems by way of pictorial and abstract stages of learning (Bruner).

To minimize removing students from the regular classroom, teachers will learn strategies for helping struggling students with timely modifications that can be done in small (flexible) groups or one-to-one basis.

Assessment data will be analyzed to maximize the purpose of formative, ongoing and summative points with the intention to impact instruction and observe patterns that may point to necessary program adjustments. Teachers will be asked to keep a separate set of test data to analyze multi-year mastery for students on an international scale.

Grades K-5

8/23/2012

Using a rubric to rate program implementation and teacher growth, teachers are observed teaching a daily math lesson with feedback on student interaction, engagement and methodology used for subsequent demonstrations.

Grades 1-5

September, October, November, February, April

Collaboratively plan with and execute a demonstration lesson to students while teachers observe, noting how students how students "construct viable arguments and critique the reasoning of others." Teachers were asked to continue practicing a precise planning method by asking: What do we want students to learn? How do we know if they have learned it? What do we do with students that do not understand?	Grades 1-5 See attached schedule.
Teachers will participate in a full-day session on analyzing the sequence of content from Grades K through Grade 5 to improve instruction and more easily relate Math in Focus content to Common Core standards. The scope and sequence of MIF will be aligned with the CCSS as well as academic calendar to ensure fidelity and completeness.	Grades K-5 1/7/2012
Teachers will participate in a full-day session designed to increase understanding of elementary mathematics across the grades. Discussion and interactive demonstrations will force hands-on experiences to improve the use of concrete learning and simplify planning for future lessons. Studying concepts from different grades allows teachers to become experts in remediation and enriching student learning in the classroom.	Grades K-5 1/22/2012
Teachers will collaboratively plan and execute a demonstration lesson with an emphasis on conceptual understanding through the use of concrete to pictorial to abstract pedagogy and the importance of visualization. Student sample work will be analyzed to allow teachers to score operations & algebraic thinking, number and operations in base ten and fractions, measurement and data and geometry mastery.	Grades 1-5 See attached schedule.

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Grade Level Focus Areas

- Kindergarten teacher(s) will focus on the idea of teaching mathematics to mastery so that students can leave on summer break and return in the Fall with the ability to recall prior knowledge and allow Grade 1 teachers to continue to develop concepts without spending a set number of days or weeks reviewing.
- Grade 1 teachers will focus on allowing students to work collaboratively and form age-appropriate explanations for their thinking. Informal, anecdotal assessments can be made to identify which students are failing to show conceptual understanding long before they are expected to work independently.
- Grade 2 teachers will focus on using concrete materials and the use of models to represent the basic arithmetic associated to grade-level operations and algebraic thinking.
- Grade 3 teachers will focus on modeling mathematics with the goal of allowing students to recreate situations in a guided, then independent stage where they generate ideas regarding patterns and generalizations in mathematics. They will learn how to identify potential interventions when students arrive with a surface-level understanding of operations.
- Grade 4 teachers will focus on embedding problem-solving strategies and concepts into every lesson, allowing all students to develop these skills regardless of their pace and length of learning curve. Like Grade 3, they will learn how to identify potential interventions when students arrive with a surface-level understanding of operations.
- Grade 5 teacher(s) will focus on the lesson pathway used in Singapore math classrooms, where direct instruction is followed by guided practice on slight variations from that exampled by teacher (Deitz). Strategies will be practiced which allows students with early understanding to go deeper, not further and allow remediation for others based on authentic assessment data and questioning strategies. Independence is achieved prior to sending practice home.

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Demonstration Lesson Schedule

September 12, 2012	Observe Grades 1 and 2	½ day
September 19, 2012	Demonstration Lesson Grades 1 and 2	1 day
October 10, 2012	Observe Grades 3 and 4	½ day
October 17, 2012	Demonstration Lesson Grades 3 and 4	1 day
?November 20, 2012	Observe Grades 1 and 5	½ day
November 28, 2012	Demonstration Lesson Grades 1 and 5	1 day
February 13, 2012	Demonstration Lesson Grades 2 and 3	1 day
April 17th, 2012	Demonstration Lesson Grades 4 and 5	1 day