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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2185 School Name: DSST: STAPLETON 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	-	71.43%	73.33%	-	82.82%	88.3%	Overall Rating for Academic Achievement: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	52.48%	33.52%	-	79.81%	74.72%	
		W	-	57.77%	50%	-	77%	67.17%	
		S	-	48%	50%	-	76.76%	78.76%	
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: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	22	9	-	62	67	
		M	-	45	41	-	75	81	
		W	-	39	31	-	62	61	
		ELP	-	52	-	-	54	-	

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 93.1% using a 7 year grad rate	Exceeds	Overall Rating for Post Secondary Readiness: Exceeds
	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.	Exceeds	
	Dropout Rate **Expectation:** At or below State average overall.	3.6%	0.4%	Exceeds	
	Mean ACT Composite Score **Expectation:** At or above State average	20	24.1	Exceeds	

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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)		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.

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

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

X 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: _____

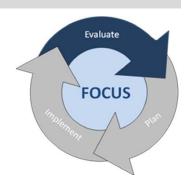|	School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Mark Heffron, School Director, Stapleton High School
	Email	heffron.mark@scienceandtech.org
	Phone	303-320-5570 x 635
	Mailing Address	2000 Valentia Street, Denver, CO 80238
2	Name and Title	Stefan McVoy, School Director, Stapleton Middle School
	Email	mcvoy.stefan@scienceandtech.org
	Phone	303-524-6376
	Mailing Address	2000 Valentia Street, Denver, CO 80238
3	Name and Title	Nicole Najmy, Senior Manager of Curriculum and Assessment

Email	Nicole.najmy@scienceandtech.org	
Phone	303-524-6386	
Mailing Address	3401 Quebec St, Suite 7200, Denver, CO, 80207	

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)	TCAP: 75% of students scoring Proficient/Advanced in all areas	STP HS:			Proficiency targets were exceeded in Reading and Math at the HS level. HS Writing was close to meeting the target.
		Reading	Writing	Math	
		89%	69%	76%	
		STP MS:			None of the proficiency targets were met at the MS level. We need to focus on a culture of test taking and implementation of core instructional practices.
		Reading	Writing	Math	
		67%	62%	63%	
Academic Growth	TCAP: 75 MGP in all areas	STP HS:			We met growth targets in Math at the
		Reading	Writing	Math	
		67	61	81	

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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.
		STP MS:	High School and nearly met growth target at the Middle School. This is due to a high level of data driven instruction.

STP MS:

Reading	Writing	Math
62	63	73

Performance Indicators	Targets for 2011-12 school year	Performance in 2011-12?	Brief reflection
			We did not meet growth targets in reading and writing. We need to strengthen cross curricular strategies, core practices and intervention classes(including better diagnostic and progress monitoring data)
	MS: MAPS Pre/Post Growth: RIT Goal – 2 Years Growth by end of year was :

HS: EPAS Pre/Post Growth: 2 points for all students in all grades and content areas | We exceeded the 6th grade MAP targets in Math(Goal 231.0, achieved 235.8) and Science(goal was 213.5 achieved 216.4).

We exceeded the 7th grade MAP targets in Math(Goal 235.5, achieved 237.7) and Science(goal was 219.1 achieved 221.7).

We did not meet our Reading and Language targets in 6th and 7th grade | We did not meet growth targets in reading and language. We need to strengthen cross curricular strategies, core practices and intervention classes(including better diagnostic and progress monitoring data) |
| | | Did not meet target in 9th and 10th grade with the exception of Math (2.1 points growth in 9th, 2.3 points growth in 10th)

Met targets in all 11th grade content areas (Composite growth of 3.7) | We need to work on targeted interventions in 9th and 10th grade in regard to reading and language. |
| Academic Growth Gaps | All students, across all categories, meet | HS | |

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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.
	achievement targets	**Percent Proficient/Advanced 2011-12** 		Reading	Writing	Math
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Stapleton 9th	FRL	77%	48%	69%
	non-FRL	88%	67%	72%
Stapleton 10th	FRL	89%	77%	73%
	non-FRL	100%	81%	84% | MS: **Percent Proficient/Advanced 2011-12** |		Reading	Writing	Math
---	---	---	---	---
Stapleton 6th	FRL	73%	55%	75%
	non-FRL	96%	88%	96%
Stapleton 7th	FRL	64%	68%	64%
	non-FRL	92%	88%	88%
Stapleton 8th	FRL	65%	65%	56%
	non-FRL	94%	89%	89%		There were small gaps in all content areas. The most significant gap in 9th grade writing. We need to target scaffolded writing instruction. At the MS level, there were many more significant gaps between FRL. We need to target interventions using progress monitoring data.
Post Secondary Readiness	24 Composite on ACT	We achieved this target with a composite of 24.1.	We did a lot of targeted instruction in the 11th grade to achieve this result.

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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)	HS: We had a significant increase in % proficiency in Math (highest in 3 years). We also had highest proficiency in past 3 years in Reading. We had a slight drop in proficiency in Writing. MS: We stayed consistent with a high level of proficiency in all content areas.	Need to teach literacy more intentionally across all content areas Need better diagnostic and progress monitoring to identify struggling students, to provide targeted interventions, and to adapt interventions based on progress. Need to work on math interventions to build pre-requisite skills Need to work on explicit teaching of writing and scaffolding of writing practice. Need to work on teacher development in use of	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		ELL strategies across content areas.	
Academic Growth	MS and HS: Growth stayed relatively steady for Reading and math but dropped significantly in writing. Our growth scores in Reading, typically have been on the lower side compared to other subject areas.	See above	See above
Academic Growth Gaps	While our FRL students continue to outperform FRL students within DPS, we still have work to do in closing the achievement gap. We were closest to doing so in 9th grade math, 10th grade Writing. HS:	See above	See above

Percent Proficient/Advanced 2011-12

		Reading	Writing	Math
Stapleton 9th	FRL	77%	48%	69%
	non-FRL	88%	67%	72%
Stapleton 10th	FRL	89%	77%	73%
	non-FRL	100%	81%	84%

MS:

Percent Proficient/Advanced 2011-12

	Reading	Writing	Math

Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes
	Stapleton 6th	FRL	73%	55%	75%		
		non-FRL	96%	88%	96%		
	Stapleton 7th	FRL	64%	68%	64%		
		non-FRL	92%	88%	88%		
	Stapleton 8th	FRL	65%	65%	56%		
		non-FRL	94%	89%	89%		
Post Secondary & Workforce Readiness	ACT growth highest ever.					N/A	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:

While we still posted exceptional scores at both the middle school and the high school, we have done an extensive data analysis to identify areas of weakness where we should focus our attention. We continue to have an extremely high percent of students but need to focus on achieving higher growth scores in all subject areas. In addition, we particularly want to focus our attention on reading and writing since those were our lowest growth scores by far.

Root Cause Analysis:

Focus on Growth

Despite out overall success every year, we still have many students who are not posting high enough growth scores. We would like to focus on differentiating in the classroom to make sure that all learners are being challenged and are growing. This means we need to focus more heavily on rigor and use of data to drive instruction with all subgroups of students. In particular, we need to focus these efforts on Reading and Writing.

Emphasis on Reading and Writing

At both the Middle School and High School level, we did not focus enough attention on cross curricular strategies in both reading and writing. In an effort to emphasize reading strategies, we also did not spend enough time in English classrooms to explicitly teach writing and use data to do so. Furthermore, our interventions did not have enough progress monitoring data to identify gaps in literacy development.

Verification of Root Cause:

DSST: Stapleton is an entirely data-driven culture, so all issues mentioned above have been derived from data. To verify the lower growth scores (as compared to proficiency), we analyzed our historical data for both growth and proficiency for all quartiles of students. To confirm that literacy(reading and writing) is a stumbling block for students, we pulled all of the historical data for our lowest-performing students and verified that the majority of them had entered with reading scores far below grade level.
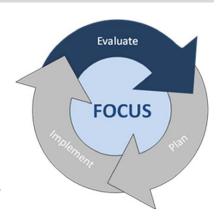
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Section IV: Action Plan(s)

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.

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	Strengthen reading instruction in English classes, across content areas, and within interventions (diagnostics and progress monitoring)	83% Proficient or Advanced on CSAP	83% Proficient or Advanced on CSAP	MS: MAP Testing 3x/year

Interim Assessments 5x/year

HS: EPAS 3x/year
Final Exams 3x/year | Strengthening Reading and Writing Instruction as a school wide goal:
• Strategic analysis and use of reading and writing data collected from high quality interim assessments
• Compilation of best practices and rollout of best practices in both English classes and across content areas
• Targeted reading intervention classes based on diagnostic and progress monitoring data.

Setting department-specific goals for student achievement

Hiring a Director of Curriculum and |

						Development with a strong literacy background and experience teaching English Creating an intervention cohort in our 6th and 7th grade to identify students with major skill deficits and having departments set clear and individual goals for these students (in progress)
		M					
		W	Improved collection, analysis and use of data within writing instruction Improved literacy (reading and writing) instruction across content areas and specific targeted ELL strategies	75% Proficient or Advanced on TCAP	75% Proficient or Advanced on TCAP	MS: MAP Testing 3x/year Interim Assessments 5x/year Performance Assessments 2x/year HS: EPAS 3x/year Final Exams 3x/year Performance Assessments 2x/year	Creating common writing performance assessments with a common rubric for collection of writing data 2 times per year. Strengthening Reading and Writing Instruction as a school wide goal: • Strategic analysis and use of reading and writing data collected from high quality interim assessments • Compilation of best practices and rollout of best practices in

							both English classes and across content areas • Targeted reading intervention classes based on diagnostic and progress monitoring data. Setting department-specific goals for student achievement Hiring a Director of Curriculum and Development with a strong literacy background and experience teaching English
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Strengthen reading instruction in English classes, across content areas, and within interventions (diagnostics and progress monitoring)	70 MGP on CSAP	70 MGP on CSAP	MAP Testing 3x/year Interim Assessments 5x/year MS: MAP Testing 3x/year Interim Assessments 5x/year HS: EPAS 3x/year Final Exams 3x/year	Same as above

						MS and HS: Diagnostic and Progress Monitoring data in intervention classes	
		M					
		W	Improved collection, analysis and use of data within writing instruction Improved literacy (reading and writing) instruction across content areas and specific targeted ELL strategies	75 MGP	75 MGP	MS: MAP Testing 3x/year Interim Assessments 5x/year Performance Assessments 2x/year HS: EPAS 3x/year Final Exams 3x/year Performance Assessments 2x/year	Same as above
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R	Strengthen reading instruction in English classes, across content areas, and within interventions (diagnostics and progress monitoring)	MS and HS: Eliminate gap between FRL and non-FRL. HS: Eliminate gap between ELL and Non-ELL	MS and HS: Eliminate gap between FRL and Non-FRL MS and HS: Eliminate gap between ELL and Non-ELL	MAP Testing 3x/year Interim Assessments 5x/year MS: MAP Testing 3x/year Interim Assessments 5x/year HS: EPAS 3x/year	Same as above

					Final Exams 3x/year	
					MS and HS: Diagnostic and Progress Monitoring data in intervention classes	
	M					
	W	Improved collection, analysis and use of data within writing instruction Improved literacy (reading and writing) instruction across content areas and specific targeted ELL strategies	MS and HS: Eliminate gap between FRL and non-FRL.	MS and HS: Eliminate gap between FRL and non-FRL.	MS: MAP Testing 3x/year Interim Assessments 5x/year Performance Assessments 2x/year HS: EPAS 3x/year Final Exams 3x/year Performance Assessments 2x/year	Same as above
Post Secondary & Workforce Readiness	Graduation Rate		100%	100%		
	Disaggregated Grad Rate					
	Dropout Rate		0%	0%		
	Mean ACT		24 Composite	24 Composite	• EPAS 3x/year • Final Exams 3x/year	Same as above.

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Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Improvement of Reading InstructionThrough Use of Content Literacy Strategies, Progress Monitoring Data, and Strong Interventions
Root Cause(s) Addressed: Inadequate Reading Intervention and Progress Monitoring for Lowest Performing Students; Inadequate Data Use Literacy Strategies Across Content Areas.

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)
Targeted professional development for teachers on content literacy strategies	August 2012-May 2013	Mark Heffron Becca Meyer Stefan McVoy Brianna Rader Jessica Heesacker Department Chairs	Recently awarded Title II, and Title III Funds will help to support.	Professional Development sessions on content literacy and evidence based text practices	Professional Development designed and scheduled
Progress Monitoring data collected and utilized in all intervention classes.				Analysis of Progress Monitoring Data	
Accountability for implementation of literacy strategies on classroom observation tool and performance evaluations				Classroom Observations all include evaluations of content literacy strategies	Literacy added to and used in *Classroom Observation* rubric
Ongoing data analysis of the achievement levels of the lowest quartile of students will be compared to					

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that of the highest level in order to determine the impact of content literacy.				Comparisons of lowest-performing students analyzed after each major assessment (MAP, IA, CSAP)	Completed after Fall MAP testing and after IA #1

* 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: Improvement of Writing Instruction through Collection and Use of Data and Implementation of Evidence Based Best Practices
Root Cause(s) Addressed: Inadequate Collection and Use of Data in Writing; Inadequate use of evidence based best practices in Writing

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Implementation of a school schedule to allot sufficient time to writing instruction	August 2012-May 2013	Jeff Osborne Connor Allman Department Leads	Recently awarded Title II, and Title III Funds will help to support.	Schedule completion	Schedule completed
Creating of Writing Performance Assessments and common rubric at all grade levels along with implementation of these assessments and data analysis two times per year				Creation of PAs, Teacher completion of PA analysis form after each Writing PA (Fall and Spring)	Performance assessments and rubrics created
Isolation of Writing Standards after each interim assessment and data analysis to determine next steps. Ultimately, we want: **By IA 5, 70% of students will demonstrate mastery on 70% of standards assessed on IAs (mastery is defined at 70%).** After each IA, we will spend time analyzing data in two ways: 1. *Standard analysis* –which standards do we need to re-teach or spiral for (1) all students (2) small groups of students during differentiated activities in class and (3) individual students during tutoring or other support structures				After each IA, teachers complete the data analysis cycle, culminating in instructional *Action Plans:* October, November, February, April, and May.	IA #1 Cycle completed.

Student analysis—which students do we plan to work with and when to fill in the gaps that they have so they can demonstrate mastery on standards Professional development and utilization of evidence based best practices in writing instruction(including use of evidence based writing prompts, explicit writing instruction, cross curricular writing rubric, use of exemplars to model)				Classroom observations and evaluations (TE Rubric)	Professional development designed and scheduled.

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)