

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2506 School Name: EDISON ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	-	-	76.32%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	68.28%	-	-	
		W	53.52%	-	-	57.71%	-	-	
		S	47.53%	-	-	61.43%	-	-	
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	19	-	-	54	-	-	
		M	45	-	-	49	-	-	
		W	36	-	-	54	-	-	
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	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="color: blue; text-align: center;">Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	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?	
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

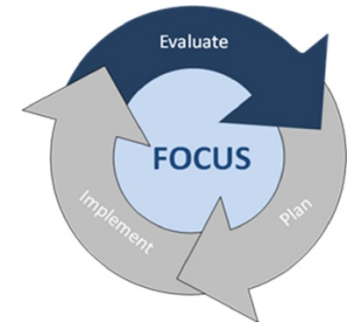
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Sally Whitelock, Principal
	Email	Sally_Whitelock@dpsk12.org
	Phone	720-424-7780
	Mailing Address	3350 Quitman Street, Denver, CO 80212
2	Name and Title	Nadine Ritchotte, Assistant Principal
	Email	Nadine_Ritchotte@dpsk12.org
	Phone	720-424-7780
	Mailing Address	3350 Quitman Street, Denver, CO 80212

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.*

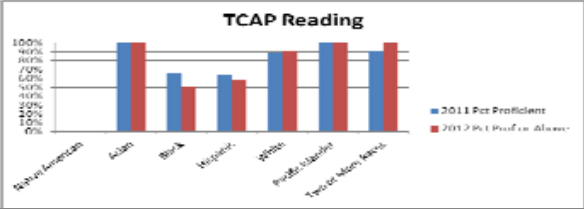
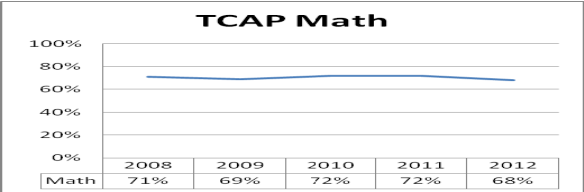
Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of the 2011-2012 school year, 70% of all students will score P or A in overall writing.	No. We were 13% below this target (%P/A=57%).	We believe that the writing academic achievement (status) target was not met because we did not consistently implement our writing curriculum and did not effectively differentiate writing instruction.
Academic Growth	By the end of the 2011-2012 school year, the Median Student Growth Percentile in math will be 50.	No. We were 1 percentile below this target (MGP=49).	
Academic Growth Gaps	By the end of the 2011-2012 school year, the school will improve the median growth percentile in math for minority students from 36 to 41.	Yes. We exceeded the target by 8 percentile points	We believe the gains in Academic Growth Gaps in math were due to math interventions and data driven instruction. We believe that we did not make the target in Academic Growth Gaps in writing because we did not differentiate effectively in writing and need to provide many more opportunities for students to write throughout the school day.
	By the end of the 2011-12 school year, the school will improve the median growth percentile in writing for Minority students from 46 to 51.	No. The MGP for Hispanic students was 40.5, 10 below the target.	
Post Secondary Readiness			

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.

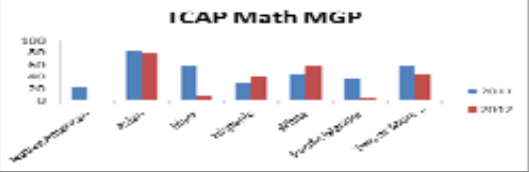
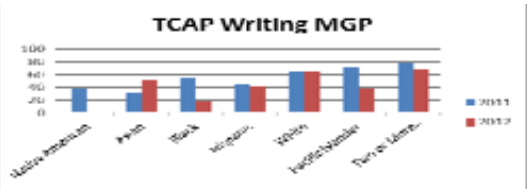
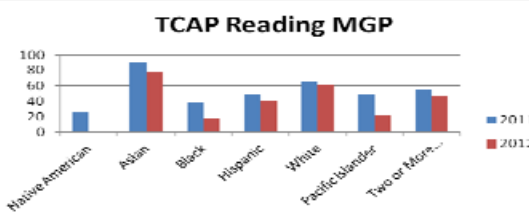
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
Academic Achievement (Status)	<div style="text-align: center;"> <p>TCAP Writing</p> <table border="1" style="margin: 0 auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>54%</td> <td>58%</td> <td>65%</td> <td>57%</td> </tr> </table> </div> <p>The percentage of students overall at Edison scoring proficient and advanced on TCAP writing between 2008 and 2012 (50%, 54%, 58%, 65%, 57%) has increased by 7% and is above the State expectation of 53.52%.</p> <div style="text-align: center;"> <p>Writing Grades 3-5 % At or Above Proficient</p> </div> <p>The percentage of third grade students at Edison scoring proficient and advanced on TCAP writing from 2010 (65%) to 2012 (51%) has decreased by 14% and is below the State expectation of 53.52%. The percentage of fourth grade students scoring proficient and advanced on TCAP writing from 2010 (57%) to 2012 (50%) has decreased by 7%, and is below the State expectation of 53.52%. The percentage of fifth grade students scoring proficient and advanced on TCAP writing from 2010 (52%) to 2012 (72%) has increased by 20% and is above the State expectation of 53.52%.</p>		2008	2009	2010	2011	2012	Writing	50%	54%	58%	65%	57%	<p>The percent of students scoring P/A in writing is significantly lower (57%) than the percent of students scoring P/A in math or reading, as measured by the TCAP.</p>	<p>We determined that relatively low numbers of students scoring proficient/advanced in writing is due to:</p> <ul style="list-style-type: none"> Inconsistent implementation of rigorous, effective instructional practices in writing across the day. Lack of differentiation in writing.
	2008	2009	2010	2011	2012										
Writing	50%	54%	58%	65%	57%										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p style="text-align: center;">TCAP Writing</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>TCAP Writing Proficiency Data</caption> <thead> <tr> <th>Group</th> <th>2011 Pct Prof or Above</th> <th>2012 Pct Prof or Above</th> </tr> </thead> <tbody> <tr> <td>All/Non-Hispanic</td> <td>~85%</td> <td>~45%</td> </tr> <tr> <td>Asian</td> <td>~75%</td> <td>~45%</td> </tr> <tr> <td>Black</td> <td>~45%</td> <td>~45%</td> </tr> <tr> <td>Hispanic</td> <td>~45%</td> <td>~41%</td> </tr> <tr> <td>White</td> <td>~76%</td> <td>~70%</td> </tr> <tr> <td>Pacific Islander</td> <td>~85%</td> <td>~45%</td> </tr> <tr> <td>Top of Asian-Black</td> <td>~85%</td> <td>~85%</td> </tr> </tbody> </table> <p>The percentage of Hispanic students at Edison scoring proficient and advanced on TCAP writing in 2011 (49%) and 2012 (41%) is significantly lower than the percentage of White students scoring proficient and advanced on TCAP writing in 2011 (76%) and 2012 (70%). The state expectation for proficiency in writing for all students is 53.52%.</p>	Group	2011 Pct Prof or Above	2012 Pct Prof or Above	All/Non-Hispanic	~85%	~45%	Asian	~75%	~45%	Black	~45%	~45%	Hispanic	~45%	~41%	White	~76%	~70%	Pacific Islander	~85%	~45%	Top of Asian-Black	~85%	~85%														
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	<p style="text-align: center;">TCAP Reading</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>TCAP Reading Proficiency Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>70%</td> </tr> <tr> <td>2009</td> <td>67%</td> </tr> <tr> <td>2010</td> <td>78%</td> </tr> <tr> <td>2011</td> <td>77%</td> </tr> <tr> <td>2012</td> <td>76%</td> </tr> </tbody> </table> <p>The percentage of students overall at Edison scoring proficient and advanced on TCAP reading between 2008 and 2012 (70%, 67%, 78%, 77%, 76%) has increased by 6% and is above the State expectation of 71.65%.</p> <p style="text-align: center;">Reading Grades 3-5 % At or Above Proficient</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Reading Grades 3-5 % At or Above Proficient Data</caption> <thead> <tr> <th>Year</th> <th>Grade 03</th> <th>Grade 04</th> <th>Grade 05</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>~78%</td> <td>~60%</td> <td>~68%</td> </tr> <tr> <td>2009</td> <td>~75%</td> <td>~62%</td> <td>~65%</td> </tr> <tr> <td>2010</td> <td>~87%</td> <td>~70%</td> <td>~72%</td> </tr> <tr> <td>2011</td> <td>~80%</td> <td>~75%</td> <td>~75%</td> </tr> <tr> <td>2012</td> <td>~70%</td> <td>~80%</td> <td>~80%</td> </tr> </tbody> </table> <p>The percentage of third grade students at Edison scoring proficient and advanced on TCAP reading from 2010 (87%) to 2012 (70%) has decreased by 17% and is below the State expectation of 71.65%. The percentage of fourth grade students scoring proficient and advanced</p>	Year	Percentage	2008	70%	2009	67%	2010	78%	2011	77%	2012	76%	Year	Grade 03	Grade 04	Grade 05	2008	~78%	~60%	~68%	2009	~75%	~62%	~65%	2010	~87%	~70%	~72%	2011	~80%	~75%	~75%	2012	~70%	~80%	~80%		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>on TCAP reading from 2010 (72%) to 2012 (78%) has increased by 6%, and is above the State expectation of 71.65%. The percentage of fifth grade students scoring proficient and advanced on TCAP reading from 2010 (73%) to 2012 (82%) has increased by 9% and is above the State expectation of 71.65%.</p>  <p>The percentage of Hispanic students at Edison scoring proficient and advanced on TCAP reading in 2011 (63%) and 2012 (59%) is significantly lower than the percentage of White students scoring proficient and advanced on TCAP reading in 2011 (88%) and 2012 (90%). The state expectation for proficiency in reading for all students is 71.65%.</p>  <p>The percentage of students overall at Edison scoring proficient and advanced on TCAP math between 2008 and 2012 (71%, 69%, 72%, 72%, 68%) has decreased by 3% and is below the State expectation of 70.89%.</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;">Math Grades 3-5 % At or Above Proficient</p>  <p>The percentage of third grade students at Edison scoring proficient and advanced on TCAP math from 2010 (82%) to 2012 (66%) has decreased by 16% and is below the State expectation of 70.89%. The percentage of fourth grade students scoring proficient and advanced on TCAP math from 2010 (75%) to 2012 (75%) has not changed, and is above the State expectation of 70.89%. The percentage of fifth grade students scoring proficient and advanced on TCAP math from 2010 (58%) to 2012 (64%) has increased by 6% and is below the State expectation of 70.89%.</p> <p style="text-align: center;">TCAP Math</p>  <p>The percentage of Hispanic students at Edison scoring proficient and advanced on TCAP math in 2011 (53%) and 2012 (51%) is significantly lower than the percentage of White students scoring proficient and advanced on TCAP math in 2011 (87%) and 2012 (82%). The state expectation for proficiency in reading for all students is 70.89%.</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
Academic Growth	<p style="text-align: center;">TCAP Math MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>35.5</td> <td>42</td> <td>43</td> <td>40</td> <td>49</td> </tr> </tbody> </table> <p>The TCAP Median Growth Percentile in math at Edison overall has increased from 2008-2012 (35.5, 42, 43, 40, 49) and is below Edison's TCAP MGP in reading and writing, but is above the state expectation of 45.</p>		2008	2009	2010	2011	2012	Math	35.5	42	43	40	49	<p>The TCAP MGP in math is 49, which is below the district average and below Edison's TCAP MGP in reading and writing.</p> <p>We decided that the low achievement growth in math is due to:</p> <ul style="list-style-type: none"> Teachers are not consistently analyzing data and using it to differentiate instruction in math. Teachers need to provide more opportunities for students to engage in conversation using mathematical vocabulary. 	
		2008	2009	2010	2011	2012									
	Math	35.5	42	43	40	49									
<p style="text-align: center;">TCAP Writing MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>38.5</td> <td>44</td> <td>49</td> <td>60</td> <td>53.5</td> </tr> </tbody> </table> <p>The TCAP Median Growth Percentile in writing at Edison overall has increased from 2008-2012 (38.5, 44, 49, 60, 53.5) which is above the state expectation of 36.</p>		2008	2009	2010	2011	2012	Writing	38.5	44	49	60	53.5			
	2008	2009	2010	2011	2012										
Writing	38.5	44	49	60	53.5										
<p style="text-align: center;">TCAP Reading MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40.5</td> <td>48.5</td> <td>53.5</td> <td>54</td> <td>54</td> </tr> </tbody> </table> <p>The TCAP Median Growth Percentile in reading at Edison overall has increased from 2008-2012 (40.5, 48.5, 53.5, 54, 55) which is above the state expectation of 19.</p>		2008	2009	2010	2011	2012	Reading	40.5	48.5	53.5	54	54			
	2008	2009	2010	2011	2012										
Reading	40.5	48.5	53.5	54	54										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	<p style="text-align: center;">ICAP Math MGP</p>  <p>In 2011 and 2012, the TCAP MGP in math was lower for Hispanic students (31, 40.5) than for White students (45.5, 60).</p> <p style="text-align: center;">TCAP Writing MGP</p>  <p>In 2011 and 2012, the TCAP MGP in writing was lower for Hispanic students (43, 40.5) than for White students (64, 63.5).</p>	<p>In 2011 and 2012 there were academic growth gaps between Hispanic students (31, 40.5) and White students (45.5, 60) in math.</p> <p>In 2011 and 2012 there were academic growth gaps between Hispanic students (43, 40.5) and White students (64, 63.5) in writing.</p>	<p>We determined that the significant achievement gaps between White students and Hispanic students in writing and math is due to:</p> <ul style="list-style-type: none"> • Teachers need to provide students with more opportunities for accountable talk and cooperative learning with an emphasis on academic language. • Lack of differentiation in writing and math.
	<p style="text-align: center;">TCAP Reading MGP</p>  <p>In 2011 and 2012, the TCAP MGP in reading was lower for Hispanic students (50, 41.5) than White students (64.5, 62).</p>		
Post Secondary & Workforce Readiness	N/A		
	N/A		

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

Data Narrative for School

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

Description of School:

Edison Elementary school is a traditional neighborhood school in Northwest Denver which serves 540 students, grades ECE-5th. Edison houses a magnet program for students identified as Highly Gifted and Talented, as well as, a special education center program for students with Autism. Edison's population consists of 40% of students who receive Free/Reduced Lunch and 38% of student who are Hispanic and 59% of students who are White. Additionally, 5% of Edison's students speak a language other than English at home and 7% receive special education support.

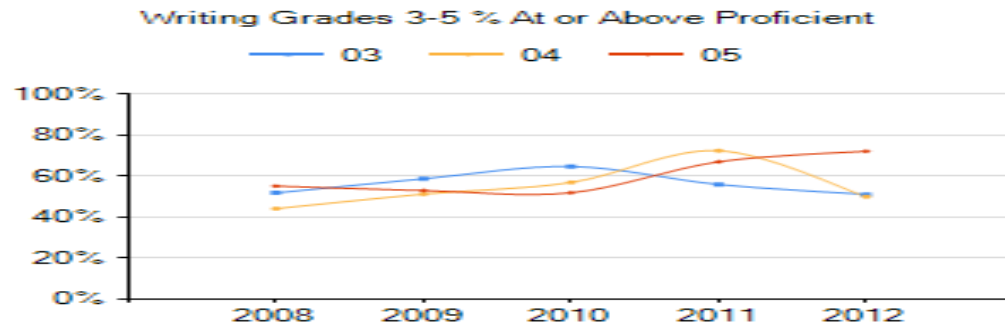
In order to identify priority needs at Edison, the entire teaching staff analyzed the current demographic, perceptual and achievement data for the school. The teachers identified current strengths and weaknesses in the data. Teachers then identified the priority needs and brainstormed possible root causes for these needs. After narrowing the root causes, the School Leadership Team and Collaborative School Committee reviewed the school data and narrowed the priority needs and root causes to those that seem to be most important for the students at Edison. Lastly, the school principal, assistant principal and facilitator did classroom observations to determine if the priority needs and root causes were apparent.

Review of Current Performance, Trend Analysis and Priority Needs:

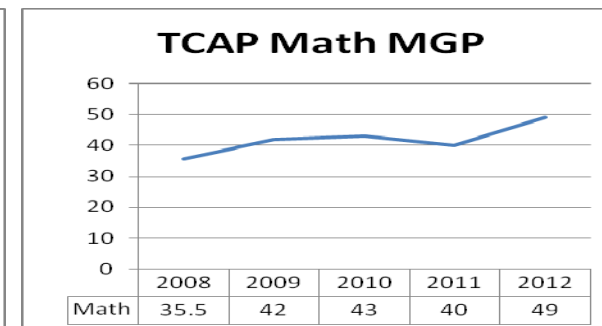
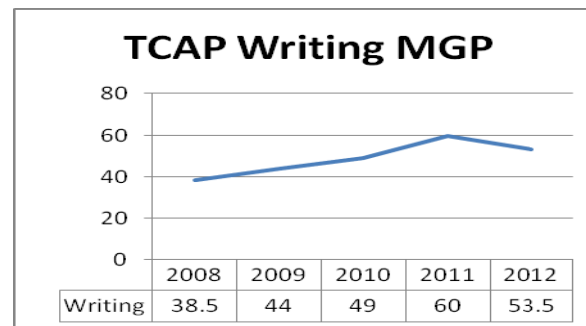
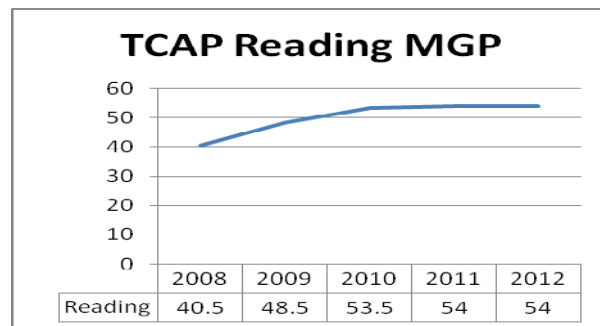
Based on the analysis of the school data, the Edison teachers celebrated the reasonably high levels of achievement in the school. We celebrated the "Meets Expectations" rating on the DPS School Performance Framework which included being rated "Meets Expectations" for Achievement Growth and "Exceeds Expectations" for Achievement Status. Additionally, we met expectations for state requirements for Academic Achievement and Academic Growth, but were "Approaching" for Growth Gaps. We were proud that in 2012, 76% of 3rd-5th graders were proficient/advanced in reading with 16% advanced in reading and 68% of 3rd-5th graders were proficient/advanced in mathematics with 33% being advanced in math. We were also encouraged that in 2012 the percent of students scoring proficient/advanced increased by 4% in science. It was very exciting that the number of students scoring in the unsatisfactory range on the 2012 TCAP were only 8% in reading, 9% in math, and 6% in writing for all 3rd-5th grade students. We were also excited that TCAP achievement growth (median growth percentile) improved from 2011 to 2012 in math from 40 to 49 and remained above 50 in reading (54) and writing (53.5). In addition to reviewing TCAP data, the teachers, SLT and CSC reviewed DPS Interim assessment data for math and writing, STAR Early Literacy, STAR reading, and DRA2 (Developmental Reading Assessment) data. The STAR Early Literacy, STAR reading and DRA2 data is consistent with the TCAP data. The Interim math data is also reasonably consistent with the TCAP math data. The writing Interim data, however, indicates that a slightly higher percentage of our students are Proficient/Advanced in writing, about 63%. In addition to being proud of the achievement successes at Edison, we were proud of the consistent implementation of the Everyday Math Curriculum at Edison and believe that using the Writing Alive curriculum as a resource to support writing instruction had positively impacted student achievement in writing. We were also encouraged by the Response to Intervention model that has been implemented and is continued to be improved upon. Lastly, we celebrate the strong community/parent involvement in the education of children at Edison.

Though Edison has consistently demonstrated reasonably high levels of achievement within DPS, especially in reading and mathematics, there were concerns about the lack of high achievement in

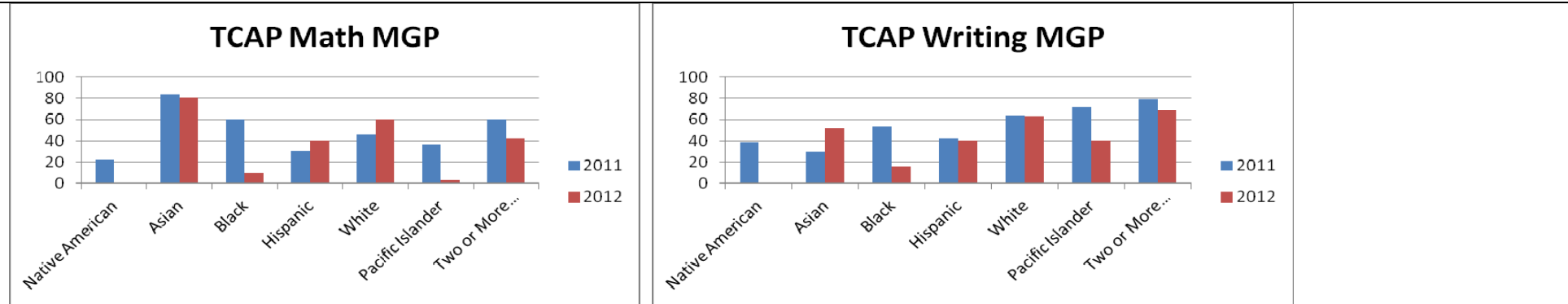
writing at all grade levels. The percent of students scoring proficient/advanced in writing was only 57% which is significantly lower than the number of students scoring proficient/advance in both reading and math. Therefore, the teachers and CSC at Edison prioritized writing achievement as a priority need.



In addition, the teachers and CSC at Edison were concerned about the low achievement growth in math (median growth percentile). School-wide writing growth is increasing (44 in 2009 to 49 in 2010 and 60 in 2011 and 53.5 in 2012). School-wide reading growth is slowly increasing (47 in 2009, 53.5 in 2010, 54 in 2011, 54 in 2012). However, the math median growth percentile is at 49 (42 in 2009, 43 in 2010, 40 in 2011, 49 in 2012), which is below the state average. Therefore, the teachers and CSC at Edison prioritized math achievement growth as a priority need.



Lastly, after reviewing the data, there were significant gaps between White students and Hispanic students in reading, writing and math. Though all of the achievement gaps were of concern to the teachers, the lowest overall achievement was in writing and math and gaps were large the areas of writing and math. Therefore, the teachers and CSC at Edison identified closing the achievement gap between white and Hispanic students in writing and math as priority needs.



Root Cause Analysis:

After identifying the priority needs for the school, the teaching staff then brainstormed and charted possible reasons (root causes) for the weaknesses in writing achievement, achievement growth in math, and achievement gaps between white and Hispanic students. Then, the School Leadership Team and Collaborative School Committee examined the achievement trends and discussed possible root causes of the achievement weaknesses at Edison. This process allowed the teachers, SLT and CSC to identify the most important root causes for the priority needs. After this collaborative effort, the Edison teachers and CSC came to believe that there are several reasons for these areas of weakness.

We determined that relatively low numbers of students scoring proficient/advanced in writing is due to:

- Inconsistent implementation of rigorous, effective instructional practices in writing across the day.
- Lack of differentiation in writing.

We decided that the moderate achievement growth in math is due to:

- Teachers are not consistently analyzing data and using it to differentiate instruction in math.
- Teachers need to provide more opportunities for students to engage in conversation using mathematical vocabulary.

We determined that the significant achievement gaps between White/Asian students and Hispanic students in writing and math is due to:

- Teachers need to provide students with more opportunities for accountable talk and cooperative learning with an emphasis on academic language.
- Lack of differentiation in writing and math.

In order to verify that our root cause analysis was accurate the administrators and the literacy coach walked through classrooms to evaluate current practices and the curriculum that was currently being used in the classrooms. In addition, the School Leadership Team and Collaborative School Committee reviewed the data analysis, root cause analysis and professional development plan to provide additional advice. As a result of this analysis, the priority needs and root causes were determined to be accurate.

April 2013 Update/Revision

During the 2012-13 school year, Edison's teachers have worked hard to consistently implement the Writing Alive and Everyday Mathematics curriculum with fidelity while also providing differentiated instruction to meet the needs of all students. Teachers have participated in a Professional Development Unit to become more knowledgeable in differentiation strategies. Teachers have participated in professional development focused on using differentiation strategies to improve math computation and mathematical problem solving. Additionally, teachers have participated in professional

development focused on using differentiation strategies like feedback, revision strips, use of rubrics, and differentiated grouping to improve writing achievement. Teachers also have participated in lesson studies and observed a master teacher at another school to improve their skills in differentiation and student engagement. Lastly, teachers have used the data team process to plan for differentiation in the classroom. In order to continue to improve instruction and student achievement, our next step is to become more effective at using formative assessments and checks for understanding to strategically differentiate instruction.

In order to improve student engagement and 21st century skills the teachers have been trained in and are implementing morning meetings, bully proofing and cooperative learning structures. Most teachers at Edison have been trained in and are consistently using Kagan Cooperative learning structures as a strategy to increase student engagement. Additionally, teachers have unpacked the new common core standards and have backward designed science and social studies units with a focus on integrating non-fiction and project-based assessments. In order to continue increase student engagement, our next steps are to train teachers in restorative justice and increase the use of cooperative structures and technology in our classrooms.

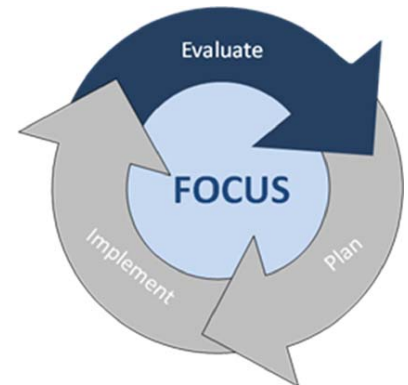
Section IV: Action Plan(s)

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	TCAP/CSAP, CoAlt/CSAPA, Lectura,	R				
		M				

(Status)	Escritura	W	The percent of students scoring P/A in writing is significantly lower (57%) than the percent of students scoring P/A in math or reading, as measured by the TCAP.	By the end of the 2012-2013 school year, 68% of all students will score P or A in overall writing on TCAP.	By the end of the 2013-2014 school year, 71% of all students will score P or A in overall writing on TCAP.	DPS Interim Assessments (3x/year) Writing Samples (Writing Alive rubrics)	Provide professional development utilizing Writing Alive and Everyday Mathematics as resources and implement differentiation strategies based on 3 books: <i>Differentiating the Curriculum for Gifted Learners</i> by Wendy Conklin and Shelly Frei, <i>How to Differentiate Instruction in Mixed Ability Classrooms</i> by Carol Ann Tomlinson, and <i>Fulfilling the Promise of the Differentiated Classroom</i> by Carol Ann Tomlinson.
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M	The TCAP MGP in math is 49, which is below the district average and below Edison's TCAP MGP in reading and writing.	By the end of the 2012-2013 school year, the Median Student Growth Percentile in math will be 51.	By the end of the 2013-2014 school year, the Median Student Growth Percentile in math will be 53.	DPS Interim Assessments (3x/year) STAR math (4x/year)	Provide professional development utilizing Writing Alive and Everyday Mathematics as resources and implement differentiation strategies based on 3 books: <i>Differentiating the Curriculum for Gifted Learners</i> by Wendy Conklin and Shelly Frei, <i>How to Differentiate Instruction in Mixed Ability Classrooms</i> by Carol Ann Tomlinson, and <i>Fulfilling the Promise of the Differentiated Classroom</i> by Carol Ann Tomlinson. Implement a collaborative, professional learning community, which focuses on student engagement and 21 st century skills using research and practices from Spencer Kagan and Robert Marzano.
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M	In 2011 and 2012 there were academic growth gaps between Hispanic students (31, 40.5) and White students (45.5, 60) in math.	By the end of the 2012-2013 school year, the school will improve the median growth percentile for Hispanic students from 40.5 to 45.	By the end of the 2013-2014 school year, the school will improve the median growth percentile in math for Hispanic students from 45 to 50.	DPS Interim Assessments (3x/year) STAR math (4x/year)	Provide professional development utilizing Writing Alive and Everyday Mathematics as resources and implement differentiation strategies based on 3 books: <i>Differentiating the Curriculum for Gifted Learners</i> by Wendy Conklin and Shelly Frei, <i>How to Differentiate Instruction in Mixed Ability Classrooms</i> by Carol Ann Tomlinson, and <i>Fulfilling the Promise of the Differentiated Classroom</i> by Carol Ann Tomlinson. Implement a collaborative, professional learning community, which focuses on student engagement and 21 st century skills using research and practices from Spencer Kagan and Robert Marzano.
		W	In 2011 and 2012 there were academic growth gaps between Hispanic	By the end of the 2012-13 school year, the school will improve the median growth	By the end of the 2013-14 school year, the median growth percentile in writing for	DPS Interim Assessments (3x/year) Writing Samples (Writing	Provide professional development utilizing Writing Alive and Everyday Mathematics as resources and implement differentiation strategies based on 3 books: <i>Differentiating the Curriculum for Gifted Learners</i> by

			students (43, 40.5) and White students (64, 63.5) in writing	percentile in writing for Hispanic students from 40.5 to 45.	Hispanic students from 45 to 50.	Alive rubrics)	Wendy Conklin and Shelly Frei, <i>How to Differentiate Instruction in Mixed Ability Classrooms</i> by Carol Ann Tomlinson, and <i>Fulfilling the Promise of the Differentiated Classroom</i> by Carol Ann Tomlinson. Implement a collaborative, professional learning community, which focuses on student engagement and 21 st century skills using research and practices from Spencer Kagan and Robert Marzano.
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: Provide professional development utilizing *Writing Alive* and *Everyday Mathematics* as resources and implement differentiation strategies based on 3 books: *Differentiating the Curriculum for Gifted Learners* by Wendy Conklin and Shelly Frei, *How to Differentiate Instruction in Mixed Ability Classrooms* by Carol Ann Tomlinson, and *Fulfilling the Promise of the Differentiated Classroom* by Carol Ann Tomlinson.

Root Cause(s) Addressed:

- Inconsistent implementation of rigorous, effective instructional practices in writing across the day.
- Lack of differentiation in writing.
- Teachers are not consistently analyzing data and using it to differentiate instruction in math.
- Lack of differentiation in writing and math.

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)
New teachers to Edison will participate in <i>Writing Alive</i> training. All teachers will use the <i>Writing Alive</i> curriculum daily during writing	Sept/Oct 2012	New Teachers	General Funds and Title Funds for PD and substitutes	<ul style="list-style-type: none"> • New teachers will attend 3 full-day trainings in August-October. 	Completed Continue with new

instruction.	Sept/Oct 2013	WA trainers		<ul style="list-style-type: none"> All teachers will be observed teaching the curriculum by AP/Principal 100% of the time during writing instruction 	teachers
Classroom teachers will teach the Everyday Mathematics curriculum with fidelity, with an emphasis on mastering computation skills and problem solving skills, using supplemental resources as needed.	Sept 2012- May 2014	Teachers	General Funds for EDM consumables	<ul style="list-style-type: none"> Agree upon a math computation no-excuse list in September All teachers will attend Professional Development on effective math computation and math problem solving instructional practices each month September-May. All teachers will be observed teaching the curriculum by AP/Principal 100% of the time during math instruction 	Completed Continue.
Administrators, facilitator and teachers will participate in a book study to gain knowledge in and implement effective practices in differentiation. Teacher will choose from 3 books: <i>Differentiating the Curriculum for Gifted Learners</i> by Wendy Conklin and Shelly Frei, <i>How to Differentiate Instruction in Mixed Ability Classrooms</i> by Carol Ann Tomlinson, and <i>Fulfilling the Promise of the Differentiated Classroom</i> by Carol Ann Tomlinson.	Sept 2012-May 2013	Principal, AP Facilitator Teachers	Title Funds for books TLA funds for Teacher Leaders	<ul style="list-style-type: none"> Teachers will share learning and instructional changes every 2nd Wednesday of the month September through May 	In Progress
During data team meetings, classroom teachers will collaboratively analyze writing and math data. Teachers will develop SMART goals and develop Action Plans with specific differentiation strategies for writing and math. Teachers will closely monitor Hispanic students and consider strategies to improve achievement growth. Teachers will use formative assessments to plan and monitor SMART goals.	Sept 2012 to May 2014	Teachers Facilitator Principal, AP	N/A	<ul style="list-style-type: none"> Writing Data Team meetings and forms– October, December, February, April Math Data Team meetings and forms – Sept, Nov, Jan, March School Leadership will monitor differentiation strategies during classroom walkthroughs Teachers will bring formative assessment/checks for understanding data to data teams weekly and use it to develop and monitor SMART goals. 	In Progress
Teachers will analyze formative assessment data in writing and math, in comparison to the common core standards, and identify specific differentiation strategies that will increase student achievement.	Sept 2012-May 2013	Facilitator, Teachers, Principal, AP	N/A	<ul style="list-style-type: none"> Teachers collaboratively analysis of itasks 4 times during the year Teachers will collaboratively analyze student writing samples 4 times during the year 	In Progress
Classroom teachers will participate in 2 lesson studies (1 in writing and 1 in math), as grade level teams, to improve instructional practices.	Jan 2013 April 2013	Teachers Facilitator	Mill Levy and Title II for subs	<ul style="list-style-type: none"> One lesson study per grade level in November will be documented in notes. 	In Progress
Classroom teachers will observe writing instruction in another school, with a recommended master teacher, and debrief the observation with the facilitator.	Nov 2012-Jan 2013	Teachers Facilitator	Mill Levy and Title II for substitutes	<ul style="list-style-type: none"> Observation and debrief conversation will be documented in notes 	Completed
Teachers will participate in professional development to increase understanding of checks for understanding and formative assessments as tools to increase differentiated instruction and student achievement.	August 2013-May 2014	Teachers Facilitator	Title funds for PD books for teachers	<ul style="list-style-type: none"> Teachers will share learning and instructional changes every 2nd Wednesday of the month September through May 	Not begun

* 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 Implement a collaborative, professional learning community, which focuses on student engagement and 21st century skills using research and practices from Spencer Kagan and Robert Marzano.

Root Cause(s) Addressed:

- Teachers need to provide more opportunities for students to engage in conversation using mathematical vocabulary.
- Teachers need to provide students with more opportunities for accountable talk and cooperative learning with an emphasis on academic language.

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)
Teachers will receive training in building school-wide expectations, morning meetings and bully proofing to support building strong relationships and classroom communities in their classrooms.	Aug 2012	Principal, AP Facilitator Teachers	N/A	<ul style="list-style-type: none"> • All teachers will attend PD in August as documented in lesson plans • Principal/AP will observe practices in all classrooms during classroom walk throughs 	Completed
Teachers will be trained in restorative justice and use it in addition to morning meetings and bully proofing to support strong relationships, classroom management, and student engagement	August 2013	Teachers Facilitator Administration	DPS restorative justice trainer	<ul style="list-style-type: none"> • All teachers will attend PD in August as documented in sign-in sheets • All teachers will facilitate classroom meetings and use restorative justice as observed by AP/Principal 	Not begun
New teachers to Edison will receive training in Kagan Cooperative Learning.	Aug 2012-May 2013	New teachers Facilitator	General funds for substitutes and PD	<ul style="list-style-type: none"> • Trainings throughout the year – documented in sign-in 	Not begun
All teachers will use cooperative learning structures and Mimio boards/Promethean boards to actively engage students during instruction.	August 2013-May 2014	Teachers Facilitator	N/A	<ul style="list-style-type: none"> • Teachers will be observed using cooperative structures throughout the day by AP and Principal • Teachers will be observed using Mimio boards/Promethean boards as instructional tools 	In Progress
Classroom teachers and facilitator will unpack science and social studies common core standards and DPS integrated units and develop units of study that include authentic writing, 21 st century skills and research projects.	Sept 2012-May 2014	Facilitator Classroom Teachers	N/A	<ul style="list-style-type: none"> • During collaborative planning weekly units will be planned as documented in lesson plans. • Principal/AP will observe writing across the curriculum during classroom walkthroughs 	In Progress
Teachers will provide students with opportunities to write and to complete projects that will deepen understanding and enrich learning for each science or social studies unit.	Sept 2012-May 2014	Teachers Facilitator	N/A	<ul style="list-style-type: none"> • Projects descriptions and rubrics will be developed during collaborative planning. • Projects will be displayed every 4-6 weeks • The school will solicit parents with expertise to be involved in science/social studies units • Students will present knowledge and projects to peers and/or parents at the end of units 	In Progress

Teachers will participate in district PD and GT conferences focused on differentiation strategies for GT students and use these strategies to improve student engagement and achievement.	Nov 2012 May 2013	Facilitator Teachers Administrators	GT funds for conferences, books, PD	<ul style="list-style-type: none"> Teachers will attend the district HGT training in May Teachers will attend GT conference in Fall 	Completed Continue
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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)

Parent Involvement/Communication

- School Plan under State Accountability.
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant.
 Title I schoolwide or targeted assistance requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Hold Back to School Night to introduce parents to teachers and communication plan for the year	August	Teachers/Administrators	PTA funds refreshments	Sign-in sheets
Hold monthly CSC meetings to engage parents and teachers in school decision making.	Aug-May	CSC members	None	Meeting agendas, minutes, sign-in sheets
Hold six PTA meetings throughout the year to engage parents/community in fundraising, volunteering, and supporting student achievement at home.	Sept-May	Administrators/PTA	PTA funds refreshments	Meeting agendas and sign-in sheets
Provide regular parent communication through: <ul style="list-style-type: none"> • Monthly newsletters from the school • School webpage & blog & social media • IC messages • Classroom newsletters & blogs 	Sept-May	Administrators, Teachers	Copying costs	Copies of newsletters, IC messages, other communication
Provide parent volunteering opportunities at the school to include: <ul style="list-style-type: none"> • Communication of volunteer policy and opportunities • Participation in PTA, CSC, student enrichment programs • Participation/organization of community events • Volunteering in the classroom • AR leveling/tallying 	Sept-May	Administrators, Teachers, PTA, CSC	Copying costs	Volunteer policy, newsletters, community events calendar

Hold a SPF Informational Night in conjunction with a CSC meeting	October	Administrator	Copying costs	Meeting agenda and sign-in
Hold Fall Festival to celebrate the Edison community.	October	Teachers/Administrators, PTA	Copying costs	Flyer, Newsletter
Hold parent-teacher-student conferences to share student achievement progress and goals with parents.	October February	Teachers	None	Sign-in sheets
Hold a Literacy Night where students share their literacy skills with parents, a book fair is offered, and parents/students/teachers celebrate literacy.	December	Teachers, Administrators, Facilitator	Copying costs	Description of activities from each classroom, flyer, sign-in sheets
Hold a field day to promote student health and physical fitness and to support parent involvement in student learning.	May	Teachers/Administrators	Copying costs	Flyer, schedule of events
Hold one music and art performance per grade level to engage K-5 th grade students in the arts and to support parent involvement in student learning.	Sept-May	Music, art, PE teachers	Copying costs	Flyer of performance
Student work, both projects and written assignments, will be showcased and celebrated throughout the school and on classroom blogs.	Sept-May	Classroom Teachers	None	Projects posted on walls