

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2652 School Name: ELLIS ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	-	-	48.54%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	52.71%	-	-	
		W	53.52%	-	-	39.22%	-	-	
		S	47.53%	-	-	33.8%	-	-	
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: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	52	-	-	58	-	-	
		M	61	-	-	39	-	-	
		W	58	-	-	57	-	-	
ELP	43	-	-	59	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

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

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	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

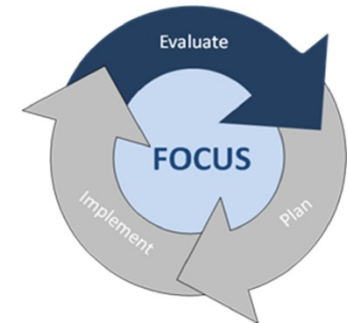
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Khoa Nguyen, Principal, Ellis Elementary School-DPS
	Email	Khoa_Nguyen@dpsk12.org
	Phone	720-424-7702
	Mailing Address	1651 S. Dahlia St. Denver, CO 80222
2	Name and Title	Connie Clifton, Administrative Assistant, Ellis Elementary School-DPS
	Email	Constance_Clifton@dpsk12.org
	Phone	720-424-7705
	Mailing Address	1651 S. Dahlia St. Denver, CO 80222

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)	Overall increase from 43% to 50% P/A in Reading	<u>TCAP 2011-2012</u> 48% of all students scored P/A on TCAP Reading - Goal was not met.	While we had a 5 percentage point gain for overall students P/A and for Hispanic students P/A, it was not enough. We see a need to further refine our data team process and instructional response to more closely target next steps for individual students to accelerate growth.
	Reading TCAP P/A Hispanic students increase from 34% to 40%	In 2012, 39% of Hispanic students were P/A. –Goal was not met.	
	Reading TCAP P/A ELL students increase from 20% to 25%.	Reading TCAP P/A ELL students was 30% - Goal met	
Academic Growth	The MGP in reading will increase from 43 to 54	The MGP for reading was 58 – goal met	The data team process was successful in creating overall growth for students. Content committees looked carefully over the year at the key instructional goals for each grade level. New

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.
			<p>areas of practice included use of Imagine Learning English, providing targeted interventions and collaborating with teachers to provide additional instruction as needed.</p>
Academic Growth Gaps	MGP for ELLs in Reading will increase from 42 to 50	MGP for ELLS in Reading was 57 – goal met	<p>The data team process was successful in creating overall growth for students. Content committees looked carefully over the year at the key instructional goals for each grade level. New areas of practice included use of Imagine Learning English, providing targeted interventions and collaborating with teachers to provide additional instruction as needed. In addition, we prioritized native Spanish speakers, not enrolled in ELA-S, for targeted language support</p>
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)	<p>Ellis TCAP Overall %P/A</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>39%</td> <td>43%</td> <td>50%</td> <td>51%</td> <td>51%</td> </tr> <tr> <td>Reading</td> <td>40%</td> <td>38%</td> <td>39%</td> <td>43%</td> <td>48%</td> </tr> <tr> <td>Science</td> <td>13%</td> <td>18%</td> <td>16%</td> <td>21%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>27%</td> <td>30%</td> <td>41%</td> <td>39%</td> </tr> </tbody> </table>		2008	2009	2010	2011	2012	Math	39%	43%	50%	51%	51%	Reading	40%	38%	39%	43%	48%	Science	13%	18%	16%	21%	29%	Writing	26%	27%	30%	41%	39%	<p>Ellis has performance below state expectations on TCAP by 21 percentage points in math, 24 percentage points in reading, 19 percentage points in science and 15 percentage points in writing.</p>	<p>Teachers have not mastered the skills to identify daily learning targets, to continuously progress monitor and to engage students in their own learning progress and goals.</p>
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Math	39%	43%	50%	51%	51%																												
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	<p>Math scores have increased from 39% to 50% from 2008 – 2010, but remained relatively flat in 2012. Additionally, we continue to be below state expectations in math of 71%.</p> <p>Reading scores have increased from 38% to 48% from 2009 – 2012, but continue to be below state expectations for reading of 72%.</p> <p>Science scores have increased from 13% to 29% from 2008 to 2012, but continue to be below state expectations in science of 48%.</p>																																

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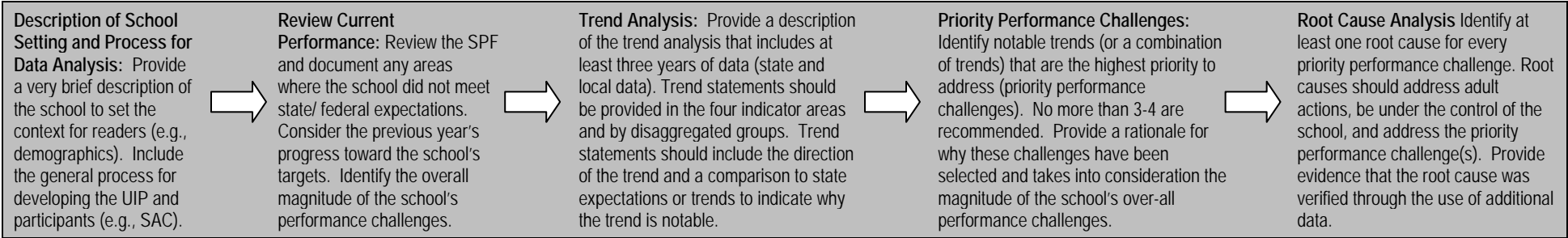
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Data Narrative for School

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:

Ellis Elementary School, located in southeast Denver, serves a student population that is 90.3% Free and Reduced Lunch and 65.2% English Language Learners, half of which are native Spanish speakers. In addition to our Spanish speaking children, many of whom are immigrants from Mexico, we also have a large number of refugee children whose families have fled war torn countries. For a number of students, this is their first experience in formal education and for others it has been some time since they have been in school. Recently, we have welcomed many Arabic speaking families to the Ellis community from Libya, Iraq and Syria. We now have native language tutors speaking Arabic. In each classroom, there is a heterogeneous group of students with differing language needs and differing instructional needs. This year Ellis was identified as a Top Performing School and a High Growth School by Denver Public Schools.

The process for developing our UIP involved meeting with Teachers Leaders, our CSC and our entire staff to review data and plan our improvement strategies for this year.

Review Current Performance:

On September 29, 2012 the CSC met to review the results of the SPF and begin planning for the UIP.

While we had a 5 percentage point gain for students P/A overall and specifically for Hispanic students P/A, it was not enough. While the data team process was successful in creating overall growth for students, we see a need to further refine our data team process and instructional response to more closely target next steps for individual students to accelerate their growth.

Content committees looked carefully over the year at the key instructional goals for each grade level. New areas of practice included use of Imagine Learning English, providing targeted interventions and collaborating with teachers to provide additional instruction as needed. In addition, we prioritized native Spanish speakers, not enrolled in ELA-S, for targeted language support

On October 3, 2012 our staff met to review last year's target and to discuss the needs for the coming year's professional development plan.

Trend Analysis:

The whole staff met on October 3rd to review TCAP status and growth reports across contents. We noted the following trends:

Status:

Math scores have increased from 39% to 50% from 2008 – 2010, but remained relatively flat in 2012. Additionally, we continue to be below state expectations in math of 71% P/A.

Reading scores have increased from 38% to 48% from 2009 – 2012, but continue to be below state expectations for reading of 72% P/A.

Science scores have increased from 13% to 29% from 2008 to 2012, but continue to be below state expectations in science of 48% P/A.

Writing scores have increased from 26% to 41% from 2008 to 2011, but decreased to 39% in 2012. We continue to be below state expectations in writing of 54% P/A.

The overall percentage of proficient and advanced is increasing for all subgroups except white students. While this data is promising, as a whole, Ellis has persistent low performance on TCAP.

Growth:

The MGP for math has declined from 61.5 to 39 from 2010 – 2012 falling below the state median and district expectation of 50.

The MGP for reading has decreased from 60.5 to 42 then increased from 42 to 58 from 2010-2012. It is currently above the state median and district expectation of 50.

The MGP for writing has decreased from 61 to 55 then increased from 55 to 57 from 2010-2012. It has been consistently above the state median and district expectation of 50.

When considering both 4th and 5th grades, the median growth percentile has declined from 62 to 40 from 2010-2012 for 4th grade and has declined from 61 to 36 from 2010-2012 for 5th grade.

Growth Gaps:

Math MGPs for both sub groups and reference groups have declined from MGPs in the 50s and 60s in 2010 to MGPs in the 30s and 40s in 2012 with the exception of ELLs.

Reading MGPs after declining in 2011 from the 50s and 60s to the 30s and 40s, increased in 2012 to the 50s, 60s and 70s for all groups.

In 2012, ELL and Minority students had higher MGPs in Writing than the reference group.

Priority Performance Challenges:

On October 6, 2012, our School Leadership Team met and examined a visual representation of our trends data across content areas and subgroups. We captured our noticings, applied the criteria of “endurance,” “leverage,” and “necessity” and agreed upon the following priority performance challenges:

Ellis has performance below state expectations on TCAP by 21 percentage points in math, 24 percentage points in reading, 19 percentage points in science and 15 percentage points in writing.

The MGP for math has declined from 61.5 to 39 from 2010 – 2012 falling below the state median and district expectation of 50.

Root Cause Analysis:

Root cause analysis was conducted as a two part conversation. Part 1 involved our School Leadership Team on October 6, 2012 and Part 2 involved our entire staff on October 10, 2012. We presented the Priority Performance Challenges and generated all possible explanations for status, growth and growth gaps. We then removed explanations that we could not control or were not supported by data. We then consolidated the remaining explanations.

Some of these possible root causes are listed below:

- Last year's goal was not specific enough
- We may not be clear about what fidelity to core means
- We may not be clear about core instructional needs
- We may not know enough about how to scaffold instruction
- We spend too much time re-teaching
- Platooning may not be meeting needs

The SLT then met on October 16, 2012 to prioritize these possible root causes and examine why.

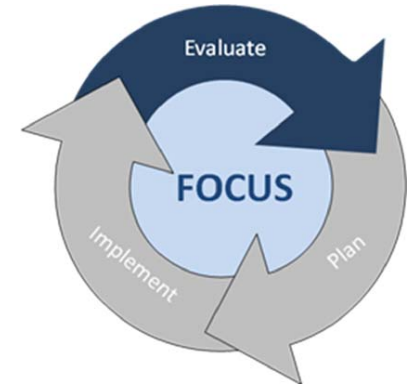
We ultimately identified the following root cause:

Teachers have not mastered the skills to identify daily learning targets, to continuously progress monitor and to engage students in their own learning progress and goals.

The entire faculty then met again to discuss and agree upon this root cause. Root cause was discussed in the context of what we can control. We also discussed how student outcomes would change if we addressed this root cause. Verification of this root cause was accomplished through end of year surveys with all teachers and support staff; beginning of year grade level conversations with teachers, intervention staff and leadership looking at TCAP data; and looking at disaggregated data for student growth following TLA meetings. This combination of conversations led us to look at system-wide needs across all content areas.

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/CSAP, Lectura, Escritura	R	Ellis has performance below state expectations on TCAP by 24 percentage points in reading.	P/A will increase from 48% to 56%	P/A will increase from 56% to 63%	Performance on STAR Reading will improve from the Fall Administration to the Spring Administration by increasing the percentage of students scoring At/Above Benchmark in each grade level: STAR Early Literacy K: 57% to 85%	Teachers will identify daily learning targets, progress monitor daily and develop strategies for student engagement in their own progress toward goals in all subject areas.

						<p>1st: 62% to 85%</p> <p>2nd STAR EL: 26% to 90%</p> <p>For those students starting in STAR EL and moving to STAR Reading, 50% will be At/ Above Benchmark at the end of 2nd grade.</p> <p>STAR Reading</p> <p>2nd: 78% to 85%</p> <p>3rd : 31% to 75%</p> <p>4th : 39% to 75%</p> <p>5th Grade: 37% to 75%</p>	
		M	<p>Ellis has performance below state expectations on TCAP by 21 percentage points in math</p>	<p>P/A will increase from 51% to 62%</p>	<p>P/A will increase from 62% to 67%</p>	<p>Performance on the DPS Math Interim will improve from the Fall Administration to the Spring Administration by increasing the percentage of students scoring Proficient or Advanced at each grade level:</p> <p>K Eng: 50.8% to 85%</p> <p>K Span: 76% to 90%</p> <p>1 Eng: 86.5% to 90%</p> <p>1 Span: 89.7% to</p>	

						<p>90%</p> <p>2nd Eng: 54.4% to 80%</p> <p>2nd Span: 46.2% to 80%</p> <p>3rd: 29.6% to 65%</p> <p>4th: 39.7% to 80%</p> <p>5th : 27.3% to 65%</p>	
		W	<p>Ellis has performance below state expectations on TCAP by 15 percentage points in writing.</p>	<p>P/A will increase from 39% to 48%</p>	<p>P/A will increase from 48% to 52%</p>	<p>Performance on the DPS Writing Interim will improve from the Fall Administration to the Spring Administration by increasing the percentage of students scoring Proficient or Advanced at each grade level:</p> <p>2nd Grade: 19.7% to 65%</p> <p>2nd Spanish: 3.8% to 65%</p> <p>3rd Grade: 30.6% to 65%</p> <p>3rd Spanish: 15% to 65%</p> <p>4th Grade: 18.3% to 65%</p> <p>5th Grade: 22.4% to</p>	

						65%	
		S	Ellis has performance below state expectations on TCAP by 19 percentage points in science.	P/A will increase from 29% to 37%	P/A will increase from 37% to 44%		
		R					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	M	The MGP for math has declined from 61.5 to 39 from 2010 – 2012 falling below the state median and district expectation of 50.	Increase the MGP from 39 to 50	Increase the MGP from 50 to 60	Performance on the DPS Math Interim will improve from the Fall Administration to the Spring Administration by increasing the percentage of students scoring Proficient or Advanced at each grade level: K Eng: 50.8% to 85% K Span: 76% to 90% 1 Eng: 86.5% to 90% 1 Span: 89.7% to 90% 2 nd Eng: 54.4% to 80% 2 nd Span: 46.2% to 80% 3 rd : 29.6% to 65% 4 th : 39.7% to 80%	Teachers will identify daily learning targets, progress monitor daily and develop strategies for student engagement in their own progress toward goals in all subject areas.

						5 th : 27.3% to 65%	
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

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

Priority Performance Challenge: Ellis has performance below state expectations on TCAP by 21 percentage points in math, 24 percentage points in reading, 19 percentage points in science and 15 percentage points in writing. The MGP for math has declined from 61.5 to 39 from 2010 – 2012 falling below the state median and district expectation of 50.

Root Cause(s) Addressed: Teachers have not mastered the skills to identify daily learning targets, to continuously progress monitor and to engage students in their own learning progress and goals.

Major Improvement Strategy #1: Teachers will identify daily learning targets, progress monitor daily and develop strategies for student engagement in their own progress toward goals in all subject 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)
Implementation of best practices of core instruction for reading based on visits to other classrooms in high performing schools.	Visiting Place & McMeen elementary schools (K & 2) 11/20/12 Visiting 2 other schools in January and April for other grade levels	Principal, AP, Staff Developer & ECE-5 th grade teachers	Network partner support, cadre of substitutes	Required reflections after classroom visits Evidence of implementation of best practice selected by teacher as observed by leadership team	Initiated

<p>School-wide PD with a focus on:</p> <ul style="list-style-type: none"> • Content Language Objectives • Progress monitoring (Daily, Post-unit tests, weekly for interventions, monthly for mainstream students) • Use of PCK modules for i-tasks and i-units • PD presented on scaffolding for ELLs and then observing teacher practice in daily classroom instruction 	<p>Weekly PD based on identified action steps and DPS guidelines. (PD schedule complete for Jan avail in bldg.)</p>	<p>SLT, whole staff, SIP, District trainers</p>	<p>PCK modules, WIDA website, materials from TLA, professional texts, SIP & DAP</p>	<p>Teacher reflection and exit slips from PDs including how classroom practices will change as a result of PD</p> <p>Teachers will bring three examples of scaffolding student performance, holding them accountable for high-level performance.</p> <p>Evidence of classroom implementation as observed by leadership team.</p>	<p>Initiated</p>
<p>Use of Student Data Notebooks:</p> <ul style="list-style-type: none"> • Presentation of Model to staff • Teachers initiate use of notebooks in literacy • Teachers initiate use of notebooks in other content areas • Students use data notebooks to understand where they are, where they need to be and what they need to do to get there. 	<p>December, 2012- May, 2013 initially whole staff followed by grade level team support</p>	<p>Classroom teachers, support from Senior Computer Tech Para, Library Tech Para, Chief SAL, Carmel Hill school liaison. SIP</p>	<p>Funding from Carmel Hill, Imagine Learning licenses (funded through DPS)</p>	<p>Weekly evidence of use of resources and evidence of student data notebooks and conferencing</p>	<p>Initiated December, 2012, on-going</p>
<p>Daily intervention block focuses on differentiated reading instruction by grade level</p>	<p>August, 2012 – May 2014 based on planning in May, 2012</p>	<p>Classroom teachers,(recruited and retained with support from Human Resources and the University of Denver) intervention teachers, special educators, paraprofessionals, DTRs, ESL teachers,</p>	<p>Federal Title 1 funds, state funding for Read to Achieve (approx. \$80,000)</p> <p>Title 1 funds used to support Intervention Teachers, Student Service Providers, Classroom Para-Educators.</p>	<p>Progress monitor at data teams with focus on achievement of S.M.A.R.T. goals and effectiveness of Rtl process</p>	<p>In progress</p>

		native language tutors			
Continuation of weekly data team meetings with a rotation including reading, writing, math, Rtl.	August, 2012 – May 2014 based on planning in May, 2012	Principal, AP, Staff Developer & all teachers	Title 2 & Title 3 funds (approx. 75,000)	Data team minutes and classroom observations based on identified strategies	In progress
Teachers will complete a monthly student tracking form based on STAR data reflecting conferences with students on progress and new goals to accelerate goal.	2012-2014	Senior Computer Tech Para, Library Tech Para, Classroom Teachers, Data Team Support Personnel	Computers with headphones, STAR Reading and STAR Early Literacy. Title 1 funds have been used for Intervention teachers, student service providers, para-educators and parent engagement resources.	Monthly data team meetings to review tracking sheet and discuss student progress.	Baseline completed
Kindergarten and ECE teachers meet in May to discuss strengths and weaknesses of students moving into all-day kindergarten classrooms. Through collaborative discussions, students will be assigned to an appropriate Program/Teacher.	May 2013 and May 2014	ECE teachers, Kindergarten teachers, Facilitator	Title 1 for para educators & intervention	Kindergarten teachers will report that they are aware of academic strengths and weaknesses of students moving into kindergarten and will use that information as they plan instruction for the 2013-2014 school year.	Not yet started
Kindergarten students meet with ECE students and share their favorite part of their kindergarten experience.	May 2013 and May 2014	Teachers and Para-Educators	Title 1 for para educators & intervention	ECE students will report that they have seen Kindergarten classrooms and heard about some of the activities in Kindergarten.	Not yet started
Staff, Teacher Leaders and CSC Members will meet three times a year to progress monitor the implementation of the UIP.	2012-2014	Staff, Teacher Leaders, and CSC Members	School budget	Progress monitor the action steps and review the data from District Assessments.	In progress

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

Section V: Supporting Addenda Forms

- **For Schools Operating a Title I Schoolwide Program**

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

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	The CSC met at the end of September to closely review the recently released SPF. After analyzing the data as well as the various categories, we determined the root causes for lack of performance and growth. (See Data Narrative pages 11-13.)
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	<i>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.</i> (See Data Narrative pages 11-13 and Action Plan pages 17-19.)
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 10)	<i>Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.</i> (See Action Plan pages 17-19.)
All core content teachers are highly qualified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	Highly qualified teachers are recruited and retained through support from DPS Human Resources, the University of Denver Teacher Education Program, DPS Teacher Ambassador Program and the Denver Teacher Residency Program. Page 18.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	The School Leadership Team surveyed teachers to assess needs regarding professional development for the 2012-2013 school year. The staff examined student data in order to prioritize areas of strength and areas of need in terms of professional development. (See Data Narrative pages 11-13 and Action Plan pages 17-19.)
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	In support of the transition of preschool students from early childhood programs to kindergarten, Ellis students will have an opportunity to visit kindergarten classrooms in May of 2013. Teachers of ECE and Kindergarten students will meet to collaboratively create class lists for the 2013-2014 school year. Page 19.
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	The UIP will be evaluated three times during the school year for effectiveness by the CSC members, staff and Teacher Leaders. Data will be analyzed and implementation steps will be reviewed. Page 19.
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	<p><i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i></p> <p>(See Resource column in Action Plan pages 17-19.)</p>



Ellis Elementary School



STUDENT / TEACHER / PARENT COMPACT 2012 – 2013 SCHOOL YEAR

Date: _____

Parent/Guardian Agreement

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain Proper discipline.
- Establish a time for homework and review it regularly.
- Provide a quiet well lighted place for study.
- Encourage my child's efforts and be available for questions.
- Stay aware of what my child is learning.
- Provide a library card for my child.
- Read with my child and let my child read to me.
- Attend Parent/Teacher conferences.



Signature _____

Student Agreement

It is important that I work to the best of my ability. Therefore I shall strive to do the following:

- Attend school regularly and on time.
- Come to school each day with pens, pencils, paper, and other necessary tools for learning.
- Complete and return homework assignments.



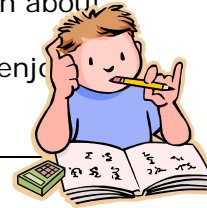
- Observe regular study hours.
- Follow the rules of student conduct.
- Maintain a positive attitude toward my peers and teachers.

Signature _____

Teacher Agreement

It is important that students achieve. Therefore, I shall strive to do the following:

- Provide homework assignments for students that are clear and understood.
- Provide necessary assistance to parents so that they can help with the assignments if necessary.
- Encourage students and parents by providing information about student progress.
- Use special activities in the classroom to make learning enjoyable.



Signature _____

Principal Agreement

I support this form of parent involvement. Therefore, I shall strive to do the following:

- Provide an environment that allows for positive communication between the teacher, parent, and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.



Signature _____