

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2880 School Name: FAIRVIEW 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% | - | - | 38.27% | - | - | Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level. |
| | | M | 70.89% | - | - | 33.75% | - | - | |
| | | W | 53.52% | - | - | 24.69% | - | - | |
| | | S | 47.53% | - | - | 37.5% | - | - | |
| 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 | 54 | - | - | 63 | - | - | |
| | | M | 75 | - | - | 61 | - | - | |
| | | W | 68 | - | - | 65 | - | - | |
| ELP | 32 | - | - | 50 | - | - | | | |

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? | SIG Grant, awarded 2010 |
| 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

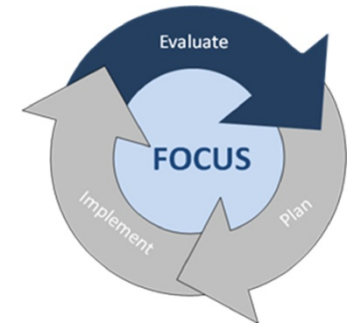
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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 | Norma Giron |
| | Email | Norma_giron@dpsk12.org |
| | Phone | 720-424-7540 |
| | Mailing Address | 2715 West 11 th , Denver CO 80203 |
| | | |
| 2 | Name and Title | |
| | Email | |
| | Phone | |
| | Mailing Address | |

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

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

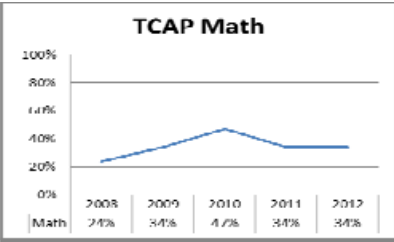
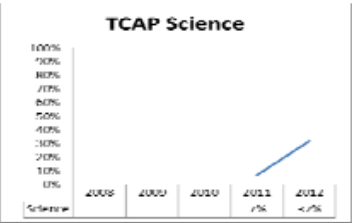
| Performance Indicators | Targets for 2011-12 school year (Targets set in last year’s plan) | Performance in 2011-12? Was the target met? How close was school in meeting the target? | Brief reflection on why previous targets were met or not met. |
|----------------------------------|--|--|--|
| Academic Achievement (Status) | Reading 45% Writing 27% Math 42% Science 16% | Actual Reading - 40% Not Met (5% below target) Actual Writing 22% - Not Met (5% below target) Actual Math 34% - Not Met (8% below target) Actual Science 32% - Met (16% above target) | The school did not have a systematic way providing interventions for ALL students in Literacy and Math, preventing many students from moving into proficient and advanced. |
| | | | The school implemented consistent science instruction using TRACKS curriculum, supplemented with weekly co-teaching by a partner from Anschutz. |
| Academic Growth | Reading Increase growth from 32.5 to 54 Writing Increase growth from 35.5 to 68 Math increase growth from 39 to 75 | Actual Reading – 63 Met (9 pts above target) Actual Writing – 65 Not Met (3 pts below target) Actual Math – 61 Not Met (14 pts below target) | The school had a focus in the content area of Writing. Coaching support was provided in every classroom during implementation period. |
| | | | |
| Academic Growth Gaps | Increase MGP in Writing for Non ELL students from 25 to 36 | Actual Non ELL Writing MGP – 60 Met (24 pts above target) | |

| 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. |
|--------------------------|--|---|---|
| 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 style="text-align: center;">TCAP Reading</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Reading</td> <td>30%</td> <td>28%</td> <td>50%</td> <td>38%</td> <td>40%</td> </tr> </table> <p>The percentage of Fairview students overall scoring Proficient and Advanced on TCAP Reading increased from 2008-2010, and then decreased from 2010-2012 (30%, 28%, 50%, 38%, 40%) and is trending slightly upward yet well below the state expectation of 71%.</p> <p style="text-align: center;">TCAP Writing</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>18%</td> <td>27%</td> <td>23%</td> <td>22%</td> </tr> </table> <p>The percentage of Fairview students overall scoring proficient and advanced on TCAP Writing increased from 2008-2010 and then decreased from 2010-2012 (18%, 18%, 27%, 23%, 22%) resulting in a stable trend yet well below the State expectation of 53%.</p> | | 2008 | 2009 | 2010 | 2011 | 2012 | Reading | 30% | 28% | 50% | 38% | 40% | | 2008 | 2009 | 2010 | 2011 | 2012 | Writing | 18% | 18% | 27% | 23% | 22% | <p>The percentage of students scoring Proficient and Advanced on TCAP Reading, Writing, Math and Science is well under the state expectation and has only slightly increased since 2008 in Reading by 10%, Writing by 4%, Math by 10%, and Science by 25%.</p> | <p>We lack sufficient strategies for effective classroom management.</p> <p>We lack consistent school wide implementation of PBIS.</p> <p>We lack implementation of standards based instruction that includes masterful content delivery with rigorous and engaging tasks across the core.</p> <p>We lack systems and structures for effectively collecting and analyzing student data to drive instruction and provide interventions for all students.</p> |
| | 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 30% | 28% | 50% | 38% | 40% | | | | | | | | | | | | | | | | | | | | | | |
| | 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 18% | 18% | 27% | 23% | 22% | | | | | | | | | | | | | | | | | | | | | | |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | | | | | | | | |
|------------------------|--|---------------------------------|-------------|------|------|------|-----|-----|-----|-----|-----|------|------|------|------|------|----|----|----|----|-----|--|--|
| | <div style="text-align: center;">  <p>TCAP Math</p> <table border="1" style="margin: auto;"> <tr> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>24%</td> <td>34%</td> <td>47%</td> <td>34%</td> <td>34%</td> </tr> </table> </div> <p>The percentage of Fairview students overall scoring Proficient and Advanced on TCAP Math increased from 2008-2010 and then decreased from 2010-2012 (24%, 34%, 47%, 34%, 34%) and is trending slightly upward yet well below the State expectation of 70%.</p> <div style="text-align: center;">  <p>TCAP Science</p> <table border="1" style="margin: auto;"> <tr> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>0%</td> <td>0%</td> <td>0%</td> <td>7%</td> <td>32%</td> </tr> </table> </div> <p>The percentage of Fairview students overall scoring Proficient and Advanced on TCAP Science has increased from 2008-2012 (0%, 0%, 0%, 7%, 32%) and is trending upward yet still below the State expectation of 53%.</p> | 2008 | 2009 | 2010 | 2011 | 2012 | 24% | 34% | 47% | 34% | 34% | 2008 | 2009 | 2010 | 2011 | 2012 | 0% | 0% | 0% | 7% | 32% | | |
| 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | |
| 24% | 34% | 47% | 34% | 34% | | | | | | | | | | | | | | | | | | | |
| 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | |
| 0% | 0% | 0% | 7% | 32% | | | | | | | | | | | | | | | | | | | |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|--|---------------------------------|-------------|------|------|------|----|------|----|------|----|------|------|------|------|------|----|----|----|----|----|------|------|------|------|------|----|----|----|------|----|--|---|
| Academic Growth | <p>TCAP Reading MGP</p> <table border="1"> <tr> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>39</td> <td>59.5</td> <td>69</td> <td>32.5</td> <td>63</td> </tr> </table> <p>The MGP for students at Fairview overall in TCAP Reading has increased from 2008-2012 (39, 59.5, 69, 32.5, 63) resulting in an upward trend and is above the State expectation of 54.</p> <p>TCAP Math MGP</p> <table border="1"> <tr> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>58</td> <td>68</td> <td>51</td> <td>39</td> <td>61</td> </tr> </table> <p>The MGP for students at Fairview overall in TCAP Math has slightly increased from 2008-2012 (58, 68, 51, 39, 61) resulting in a decreasing trend and is below the State expectation of 75.</p> <p>TCAP Writing MGP</p> <table border="1"> <tr> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>61</td> <td>49</td> <td>61</td> <td>35.5</td> <td>65</td> </tr> </table> <p>The MGP for students at Fairview overall in TCAP</p> | 2008 | 2009 | 2010 | 2011 | 2012 | 39 | 59.5 | 69 | 32.5 | 63 | 2008 | 2009 | 2010 | 2011 | 2012 | 58 | 68 | 51 | 39 | 61 | 2008 | 2009 | 2010 | 2011 | 2012 | 61 | 49 | 61 | 35.5 | 65 | <p>The MGP for students at Fairview in TCAP Math has increased only 3 pts over the past five years from 58 to 61 while Writing has increased only 4 pts from 61 to 65. We lack sustainability and stability in growth across all content areas and sub groups.</p> | <p>We lack sufficient strategies for effective classroom management.</p> <p>We lack consistent school wide implementation of PBIS.</p> <p>We lack implementation of standards based instruction that includes masterful content delivery with rigorous and engaging tasks across the core.</p> <p>We lack systems and structures for effectively collecting and analyzing student data to drive instruction and provide interventions for all students.</p> |
| 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 39 | 59.5 | 69 | 32.5 | 63 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 58 | 68 | 51 | 39 | 61 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 61 | 49 | 61 | 35.5 | 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|---|---------------------------------|-------------|------|------|------|------|----------|----|----|----|------|----|-------|------|----|----|------|----|------|------|------|------|------|------|----------|----|----|----|----|--|-------|----|----|----|------|------|--|--|
| | Writing has slightly increased from 2008-2012 (61, 49, 61, 35.5, 65) resulting in a slightly upward trend but is below the State expectation of 68. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Growth Gaps | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>TCAP Writing MGP</p> <table border="1"> <tr><th>Year</th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th></tr> <tr><td>Fairview</td><td>61</td><td>49</td><td>61</td><td>35.5</td><td>65</td></tr> <tr><td>State</td><td>55.5</td><td>56</td><td>67</td><td>44.5</td><td>75</td></tr> </table> </div> <div style="text-align: center;"> <p>TCAP Reading MGP</p> <table border="1"> <tr><th>Year</th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th></tr> <tr><td>Fairview</td><td>42</td><td>38</td><td>25</td><td>60</td><td></td></tr> <tr><td>State</td><td>45</td><td>51</td><td>70</td><td>47.5</td><td>75.5</td></tr> </table> </div> </div> <p>The MGP from 2008-2012 for Non ELL students at Fairview is significantly lower in TCAP Math (57, 71, 66, 38, 41), Reading (34, 62, 66, 18.5, 46), and Writing (61, 42, 38, 25, 60) than the MGP for ELL students in TCAP Math (58, 64, 43.5, 40.5, 74.5), Reading (45, 51, 70, 47.5, 75.5), and Writing (55.5, 56, 67, 44.5, 75). Non ELL student's MGP are far below the State expectation of 54 for Reading, 75 for Math, and 68 for Writing.</p> | Year | 2008 | 2009 | 2010 | 2011 | 2012 | Fairview | 61 | 49 | 61 | 35.5 | 65 | State | 55.5 | 56 | 67 | 44.5 | 75 | Year | 2008 | 2009 | 2010 | 2011 | 2012 | Fairview | 42 | 38 | 25 | 60 | | State | 45 | 51 | 70 | 47.5 | 75.5 | <p>Our Non ELL students were the subgroup that has seen the least amount of growth from 2008-2012. They have declined during that period in Writing from 61 to 60 pts and in Math from 57 to 41 pts. Non ELL students have increased their Reading MGP from 2008-2012 but only by 12 pts and are significantly below the MGP of their ELL counterparts who have increased from 45 to 75.5 pts.</p> | <p>We lack sufficient systems and structures to support ALL students with quality core instruction and interventions in Literacy and Language.</p> <p>We lack sufficient strategies for effective classroom management.</p> <p>We lack consistent school wide implementation of PBIS.</p> <p>We lack implementation of standards based instruction that includes masterful content delivery with rigorous and engaging tasks across the core.</p> <p>We lack systems and structures for effectively collecting and analyzing student data to drive instruction and provide interventions for all students.</p> |
| Year | 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fairview | 61 | 49 | 61 | 35.5 | 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State | 55.5 | 56 | 67 | 44.5 | 75 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fairview | 42 | 38 | 25 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State | 45 | 51 | 70 | 47.5 | 75.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|---|---|------------------------------------|-------------|
| Post Secondary & Workforce Readiness | | | |
| | | | |

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

| | | | | | | | | |
|--|--|--|--|---|--|---|--|---|
| <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> |
| <p>Narrative:</p> <p>The entire staff met to analyze data and identify notable trends that were used to determine that low achievement is pervasive across all content areas at Fairview. Teaching staff used item analysis data from CSAP and interim benchmarks to determine that students were not proficient in completing constructed responses, performing estimations, or in their knowledge of basic facts. Teachers also analyzed student writing samples and determined that students struggle with writing conventions and mechanics. Observations during walkthroughs validated that students struggle daily with basic Mathematical problem solving. The SLT met to narrow down the root causes.</p> | | | | | | | | |

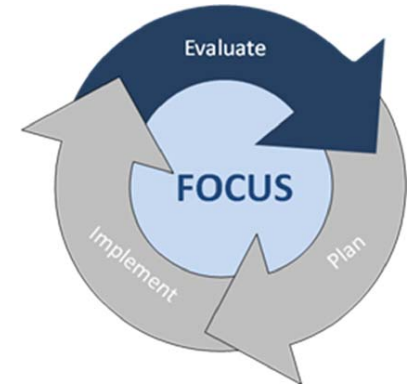
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

| Performance Indicators | Measures/ Metrics | Priority Performance Challenges | Annual Performance Targets | | Interim Measures for 2012-13 | Major Improvement Strategy |
|-------------------------------|--|---|----------------------------|-------------|--|--|
| | | | 2012-13 | 2013-14 | | |
| Academic Achievement (Status) | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura | The percentage of students scoring Proficient and Advanced on TCAP Reading, Writing, Math and Science is well under the state expectation and has only slightly increased since 2008 in Reading by 10%, Writing by 4%, Math by 10%, and Science by 25%. | Reading 43% | Reading 50% | STAR Interim Benchmarks Data Teams/SMART goals | <p>We will design and implement systems and structures for teachers to collaborate in analyzing student data to determine next steps using a consistent and systematic Data Driven Decision Making for Results process.</p> <p>We will provide teacher development and support in standards based instruction that includes masterful content delivery, rigorous, and engaging tasks across the core.</p> <p>We will improve the implementation of positive behavior intervention and supports, and provide professional development and support for teachers in effective classroom management.</p> |
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|-----------------|--|---|---|--|--|--|--|
| | | | | | | | |
| Academic Growth | Median Student Growth Percentile (TCAP/CSAP & CELApro) | R | The MGP for students at Fairview in TCAP Math has increased only 3 pts over the past five years from 58 to 61 while Writing has increased only 4 pts from 61 to 65. We lack sustainability and stability in growth across all content areas and sub groups. | | | | <p>We will design and implement systems and structures for teachers to collaborate in analyzing student data to determine next steps using a consistent and systematic Data Driven Decision Making for Results process.</p> <p>We will provide teacher development and support in standards based instruction that includes masterful content delivery, rigorous, and engaging tasks across the core.</p> <p>We will improve the implementation of positive behavior intervention and supports, and provide professional development and support for teachers in effective classroom management.</p> |
| | | M | | | | | |
| | | W | | | | | |

| | | | | | | | |
|----------------------|----------------------------------|-----|---|--|--|--|--|
| | | | | | | | |
| | | ELP | | | | | |
| Academic Growth Gaps | Median Student Growth Percentile | R | Our Non ELL students were the subgroup that has seen the least amount of growth from 2008-2012. They have declined during that period in Writing from 61 to 60 pts and in Math from 57 to 41 pts. Non ELL students have increased their Reading MGP from 2008-2012 but only by 12 pts and are significantly below the MGP of their ELL counterparts who have increased from 45 to 75.5 pts. | | | | <p>We will design and implement systems and structures for teachers to collaborate in analyzing student data to determine next steps using a consistent and systematic Data Driven Decision Making for Results process.</p> <p>We will provide teacher development and support in standards based instruction that includes masterful content delivery, rigorous, and engaging tasks across the core.</p> <p>We will improve the implementation of positive behavior intervention and supports, and provide professional development and support for teachers in effective classroom management.</p> |
| | | M | | | | | |
| | | W | | | | | |
| Post | Graduation Rate | | | | | | |

| | | | | | | |
|---------------------------------|-------------------------|--|--|--|--|--|
| Secondary & Workforce Readiness | Disaggregated Grad Rate | | | | | |
| | Dropout Rate | | | | | |
| | Mean ACT | | | | | |

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: We will design and implement systems and structures for teachers to collaborate in analyzing student data to determine next steps using a consistent and systematic Data Driven Decision Making for Results process.

Root Cause(s) Addressed: We lack systems and structures for effectively collecting and analyzing student data to drive instruction and provide interventions for all students.

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) |
|---|----------------------------------|--|---|--|--|
| Provide training and guidance around the Six Step Data Teams Process for facilitator, Amy Whited | November 2012 | Norma Giron Dana Gaertner SIP | None | Ongoing support from SIP for five sessions. | In progress |
| Implement a Data Teams structure that supports collection of data, analysis, differentiation, instructional strategies, and progress monitoring, in a clear and systematic way. | 2012-2013 | Dana Gaertner Amy Whited-Facilitator, Norma Giron | None | Math Interim data to drive data team cycle starting December 20th | Not begun |
| Monitor use of instructional strategies and monitor Data Team process | 2012-2013 | Norma Giron, Dana Gaertner, Chris Black, Amy Whitehead | None | Monitor strategies using attached template (See section V) once per data team cycle. | 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: We will provide teacher development and support in standards based instruction that includes masterful content delivery, rigorous, and engaging tasks across the core.

Root Cause(s) Addressed:

We lack implementation of standards based instruction that includes masterful content delivery with rigorous and engaging tasks across the core.

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) |
|--|-------------------------------------|---|--|---|--|
| We will focus professional development on using Content and Language objectives that align with the CCSS and include rigorous and engaging tasks | 2012-2013 | Norma Giron, Amy Whitehead, Chris Black, Dana Gaertner, TEC | None | 80% implementation during walkthroughs | Not begun |
| Unpack CCSS to identify alignment to the curriculum and collaborate on supplemental materials which will strengthen the connection to the common core. | January 4 th , 2013 | Norma Giron, Carol Carpenter TEC | None | Upcoming EDM unit planned and aligned to the CCSS by grade level teams- Mid January | Not begun |
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Major Improvement Strategy #3: We will improve the implementation of positive behavior intervention and supports, and provide professional development and support for teachers in effective classroom management.

Root Cause(s) Addressed: We lack sufficient strategies for effective classroom management. We lack consistent school wide implementation of PBIS.

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) |
|--|----------------------------------|------------------------------------|---|---|--|
| Hired Social worker for extra day | 2012-2013 | Norma Giron, School Social Worker | \$1500 from general budget | Added third day, September 2012. | Completed |
| Training in No Nonsense Nurturing | December 2012 | All Staff | None | 100% of staff trained by December | Completed |
| Implement No Nonsense Nurturing | November 2012 | All Staff | None | 80% implementation in classrooms by November | In Progress |
| Real time coaching with No Nonsense Nurturing | November 2012- May 2013 | Teachers Real time coach TEC | None | 8 training sessions with ongoing support from TEC | Not begun |
| Continue parent- teacher home visit program to continue to increase relationships with families. | August 2012- May 2013 | All Staff | None | Every teacher completes 10/semester | In Progress |
| Second Step program to imbed conflict management language within the classroom. | 2012-2013 | School Social Worker | None | 4 times monthly | In Progress |

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)

Common Instructional Strategy from Steps 4 & 5:

Fully Implemented **Partially Implemented** **Not Implemented**

1. Has this strategy been implemented?

2. Reasons implementation was incomplete or did not occur:

3. With actual student papers/work in hand, look for & write down evidence of student learning:

4. Is the common instructional strategy having an impact?

Reason(s):

Yes **No**

5. Suggested adjustments or recommendations:

6. Next steps: