

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3296 School Name: GARDEN PLACE ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 3 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		
<b>Academic Achievement (Status)</b>	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura <b>Description:</b> % P+A in reading, writing, math and science <b>Expectation:</b> %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	72.05%	-	-	35.21%	-	-	Overall Rating for Academic Achievement: <b>Does Not Meet</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	43.96%	-	-	
		W	54.84%	-	-	24.26%	-	-	
		S	45.36%	-	-	6.99%	-	-	
<b>Academic Growth</b>	Median Student Growth Percentile <b>Description:</b> Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency <b>Expectation:</b> 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: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	57	-	-	48	-	-	
		M	74	-	-	73	-	-	
		W	67	-	-	59	-	-	
ELP	43	-	-	49	-	-			

**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?	
<b>Academic Growth Gaps</b>	<p>Median Student Growth Percentile</p> <p><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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; color: blue;"><b>Meets</b></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Post Secondary/ Workforce Readiness</b>	<p>Graduation Rate</p> <p><b>Expectation:</b> 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 style="text-align: center;">- 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><b>Expectation:</b> 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><b>Expectation:</b> At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p><b>Expectation:</b> At or above State average</p>	-	-	-	

**Accountability Status and Requirements for Improvement Plan**

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
<b>ESEA and Grant Accountability</b>			
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?	
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**

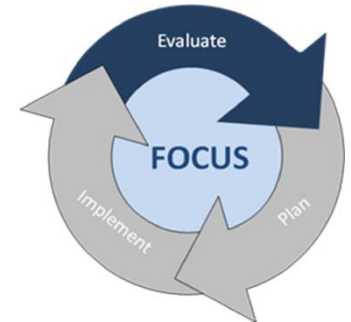
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Rebecca Gaustad, Principal
	Email	rebecca_gaustad@dpsk12.org
	Phone	720-424-7220
	Mailing Address	4425 Lincoln Street Denver, CO 80216
2	Name and Title	Jeni Rouse, Assistant Principal
	Email	jenifer_rouse@dpsk12.org
	Phone	720-424-7220
	Mailing Address	4425 Lincoln Street Denver, CO 80216

**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, 32% of students will score proficient or advanced overall on the writing TCAP.	By the end of the 2011-2012 school year, 24% of students scored proficient or advanced overall on the writing TCAP. We missed our target by 8 points.	<ul style="list-style-type: none"> <li>We had professional development around writing possibly moving us towards target.</li> <li>We did more writing last year and stressed writing in math and specials and content areas.</li> <li>Our data teams were centered on writing.</li> <li>Maybe we don't have enough time devoted to writing</li> <li>We lack consistency in conventions and nuts and bolts.</li> <li>Data teams weren't consistent.</li> </ul>
Academic Growth	By the end of the 2011-2012 school year, the median student growth percentile in writing will be 63.	By the end of the 2011-2012 school year, the median student growth percentile in writing was 57. We missed our target by 6 points.	
Academic Growth Gaps	By the end of the 2011-2012 school year, the median growth percentile for our English Language Learners in writing will be 63.	By the end of the 2011-2012 school year, the median growth percentile for our English Language Learners in writing was 60. We missed our target by 3 points.	

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	N/A		

**Worksheet #2: Data Analysis**

**Directions:** This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the “last year’s targets” worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
<p>Academic Achievement (Status)</p>	<div style="text-align: center;"> <p><b>Status - Overall</b></p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <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>27</td> <td>28</td> <td>34</td> <td>35</td> <td>36</td> </tr> <tr> <td>Writing</td> <td>11</td> <td>13</td> <td>18</td> <td>28</td> <td>24</td> </tr> <tr> <td>Math</td> <td>24</td> <td>25</td> <td>37</td> <td>54</td> <td>41</td> </tr> <tr> <td>Science</td> <td>7</td> <td>5</td> <td>4</td> <td>10</td> <td>6</td> </tr> </tbody> </table> </div> <p>The percentage of students scoring proficient or advanced on the reading TCAP/CSAP has increased from 2008 to 2012 and is below the state’s expectation of 72.</p> <p>The percentage of students scoring proficient or advanced on the writing TCAP/CSAP has increased from 2008 to 2012 and is below the state’s expectation of 55.</p> <p>The percentage of students scoring proficient or advanced on the math TCAP/CSAP has increased from 2008 to 2012 and is below the state’s expectation of 70.</p>		2008	2009	2010	2011	2012	Reading	27	28	34	35	36	Writing	11	13	18	28	24	Math	24	25	37	54	41	Science	7	5	4	10	6	<p>The percentage of students at our school who scored proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 (27, 28, 34, 35, 36) and is 36 points below state’s expectation of 72.</p>	<ul style="list-style-type: none"> <li>~ We lack a vision for and schoolwide expectations around reader’s workshop.</li> <li>~ We have not yet mastered the vertical alignment/scope and sequence of expectations (CCSS) in order to support students with a variety of needs.</li> </ul>
	2008	2009	2010	2011	2012																												
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p>The percentage of Special Education students scoring proficient or advanced on the reading TCAP/CSAP has decreased from 2010 to 2012 and is below the state's expectation of 72.</p> <div data-bbox="420 462 1018 868"> <p style="text-align: center;"><b>Writing Status - Subgroup</b></p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>10</td> <td>3</td> <td>11</td> <td>20</td> <td>22</td> </tr> <tr> <td>Non-ELL</td> <td>13</td> <td>18</td> <td>18</td> <td>27</td> <td>18</td> </tr> <tr> <td>FRL</td> <td>10</td> <td>12</td> <td>17</td> <td>28</td> <td>24</td> </tr> <tr> <td>Non-FRL</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SPED</td> <td>7</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> </div> <p>The percentage of English Language Learners scoring proficient or advanced on the writing TCAP/CSAP has increased from 2010 to 2012 and is below the state's expectation of 55.</p> <p>The percentage of Non-English Language Learners scoring proficient or advanced on the writing TCAP/CSAP has remained stable from 2009 to 2012 and is below the state's expectation of 55.</p> <p>The percentage of Free and Reduced LunchsStudents scoring proficient or advanced on the reading TCAP/CSAP has increased from 2008 to 2012 and is below the state's expectation of 55.</p> <p>The percentage of Special Education Students scoring</p>		2008	2009	2010	2011	2012	ELL	10	3	11	20	22	Non-ELL	13	18	18	27	18	FRL	10	12	17	28	24	Non-FRL						SPED	7	0	0	0	0		
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	2009	2010	2011	2012									
CELA	43	58	51	37.5									

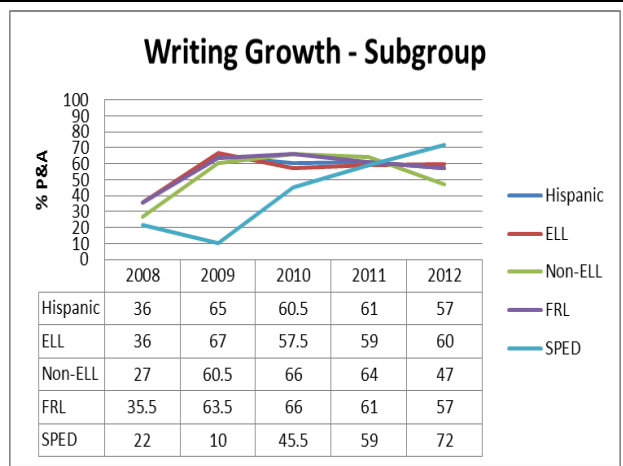
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																						
Academic Growth Gaps	<p style="text-align: center;"><b>Reading Growth - Gender</b></p> <table border="1" style="margin-left: 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>Girls</td> <td>52</td> <td>57</td> <td>52</td> <td>50</td> <td>43</td> </tr> <tr> <td>Boys</td> <td>37</td> <td>46</td> <td>52</td> <td>48</td> <td>43</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Reading Growth - Subgroup</b></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>Hispanic</td> <td>42</td> <td>50.5</td> <td>51.5</td> <td>48</td> <td>42.5</td> </tr> <tr> <td>ELL</td> <td>48</td> <td>51.5</td> <td>48.5</td> <td>49.5</td> <td>46</td> </tr> <tr> <td>Non-ELL</td> <td>37.5</td> <td>49</td> <td>53</td> <td>48</td> <td>41</td> </tr> <tr> <td>FRL</td> <td>39.5</td> <td>50</td> <td>50</td> <td>47.5</td> <td>42.5</td> </tr> <tr> <td>SPED</td> <td>32.5</td> <td>30</td> <td>45.5</td> <td>51</td> <td>46.5</td> </tr> </tbody> </table> <p>The median growth percentile for our Hispanic students on the reading TCAP/CSAP has increased and decreased from 2008 to 2012 and is below the state's median of 50.</p> <p>The median growth percentile for our English Language</p>		2008	2009	2010	2011	2012	Girls	52	57	52	50	43	Boys	37	46	52	48	43		2008	2009	2010	2011	2012	Hispanic	42	50.5	51.5	48	42.5	ELL	48	51.5	48.5	49.5	46	Non-ELL	37.5	49	53	48	41	FRL	39.5	50	50	47.5	42.5	SPED	32.5	30	45.5	51	46.5	<p>The median growth percentile for our boys on the reading TCAP/CSAP has decreased from 2010 to 2012 (37, 46, 52, 48, 43) and has been above the state's median of 50 once in the last five years.</p>	<p>We have not named and mastered strategies that help boys become invested in their learning.</p>
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	<p>Learners on the reading TCAP/CSAP has increased and decreased from 2008 to 2012 and is below the state's median of 50.</p> <p>The median growth percentile for our Non-English Language Learners on the reading TCAP/CSAP has increased and decreased from 2008 to 2012 and is below the state's median of 50.</p> <p>The median growth percentile for our Free and Reduced Lunch Students on the reading TCAP/CSAP has increased and decreased from 2008 to 2012 and is below the state's median of 50.</p> <p>The median growth percentile for our Special Education Students on the reading TCAP/CSAP has increased and decreased from 2008 to 2012 and is below the state's median of 50.</p>	<p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p> <p>&lt;</p>	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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The median growth percentile for our Hispanic students on the writing TCAP/CSAP has decreased from 2009 to 2012 and is above the state's median of 50.

The median growth percentile for our English Language Learners on the writing TCAP/CSAP has remained stable from 2010 to 2012 and is above the state's median of 50.

The median growth percentile for our Non-English Language Learners on the writing TCAP/CSAP has decreased from 2010 to 2012 and is below the state's median of 50.

The median growth percentile for our Free and Reduced Lunch students on the writing TCAP/CSAP has increased and decreased from 2008 to 2012 and is above the state's median of 50.

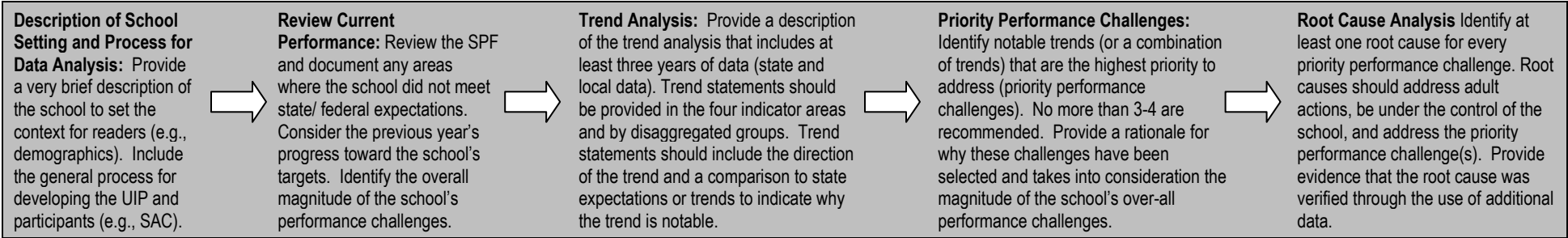
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Lunch Students on the math TCAP/CSAP has increased and decreased from 2008 to 2012 and is below the state's median of 50.</p> <p>The median growth percentile for our Special Education Students on the math TCAP/CSAP has increased and decreased from 2008 to 2012 and is above the state's median of 50.</p>		
Post Secondary & Workforce Readiness	N/A		

**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**



**Narrative:**

**Description of School and Process for Data Analysis**

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

Globeville, the community in which Garden Place Academy resides, is an urban, industrial, and historical section of Denver just north of downtown. In 2008, the Piton Foundation, A Neighborhood Summary, described Globeville as an area “with a higher crime rate, a higher percentage of gang and drug activity, a widespread poverty rate, and an overabundance of dilapidated real estate when compared to other surrounding communities of Denver.” Nestled in between Interstates 25 and 70, is Garden Place Academy-- a beautiful, historical, ECE-5<sup>th</sup> grade school with the demographics of 97% Free and Reduced Lunch and 97% Hispanic/Latino students. Just six years ago, Garden Place went through a redesign in staff and its academic program and student achievement were designated “Accredited on Probation.” Since then, many positive changes have occurred. During the 2008-09, 2009-10 and 2010-11 school years we showed a positive upward trend in our academic growth scores and had gone from a “red-Accredited on Probation” to a “green-Meets Expectations” rating on the district’s School Performance Framework. In 2012, our scores on the TCAP and other measures indicate that we still showed growth, but our trends in academic achievement and adequate growth percentiles still remained stagnant and had slightly dropped, which caused a decrease to a “yellow” rating on this year’s School Performance Framework. The multiple measures of data that were considered in identifying our trends and priority needs are listed below:

Together, our staff and School Leadership Team along with our Network Data Partner and our School Improvement Partner, considered three years of data related to our academic performance trends. That data included the state TCAP and CELA results, the school’s Interim Assessment data along with DRA/EDL data and SPF results. We also reviewed and synthesized our disaggregated demographic growth data and noticed that the trends in our achievement remained stagnant and was consistent between all measures. Even though we have shown growth in our continuously enrolled students in most of our content areas, we have failed to achieve the adequate growth necessary in the areas of reading, writing and math to improve our academic status. We also noticed that our growth and status in the area of reading has remained stagnant over the past 5 years.

**Review Current Performance**

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

On August 30, 2012, our staff convened to review last year's targets. Our results are as follows:

Our school did not meet state expectations for status. We met expectations for growth and growth gaps.

We also had these results around our last year's targets:

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, 32% of students will score proficient or advanced overall on the writing CSAP.	By the end of the 2011-2012 school year, 24% of students scored proficient or advanced overall on the writing CSAP. We missed our target by 8 points.	<ul style="list-style-type: none"> <li>We had PD around writing possibly moving us towards target.</li> <li>We did more writing last year and stressed writing in math and specials and content areas.</li> <li>Our data teams were centered <u>around</u> writing.</li> <li>Maybe we don't have enough time scheduled to writing</li> <li>We lack consistency in conventions and nuts and bolts.</li> <li>Data teams weren't consistent.</li> </ul>
Academic Growth	By the end of the 2011-2012 school year, the median student growth percentile in writing will be 63.	By the end of the 2011-2012 school year, the median student growth percentile in writing was 57. We missed our target by 6 points.	
Academic Growth Gaps	By the end of the 2011-2012 school year, the median student growth percentile for our English Language Learners in writing will be 63.	By the end of the 2011-2012 school year, the median student growth percentile for our English Language Learners in writing was 60. We missed our target by 3 points.	

**Trend Analysis**

*(Talk about what data you analyzed including relevant local performance data such as STAR and Interims. Consider comparing school and district data. Describe trends you noticed including negative trends (priority performance challenges.) Be explicit about which indicator the trend refers to (status, growth, growth gaps.) Include analysis of data at a more detailed level than presented in the SPF report including **all** students (for example, within a cohort, within a grade level, within a disaggregated group).*

On August 30, 2012, the whole staff convened to examine TCAP status and growth reports across content areas. We noted the following trends:

- The percentage of students at our school who scored proficient or advanced on reading TCAP/CSAP has remained stable (34, 35, 36) from 2010 to 2012.
- The percentage of students at our school who scored proficient or advanced on math TCAP/CSAP has increased and then decreased (24, 25, 37, 54, 41) from 2008-2012.

- Median growth percentile on reading TCAP/CSAP for 5<sup>th</sup> grade students decreased from 52, 48, 43 from 2010 to 2012.

Please refer to the trends column for a complete list of trends.

**Priority Performance Challenges**

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

On September 10, 2012, the School Leadership Team (SLT) examined a visual representation of our trends data across content areas and subgroups utilizing this tool:

Reading				Writing				Math				Science			
TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend
36	→	43	↓	24	↑	57	→	41	↑	49	↓	6	→		
35	↑			21	↑			31	↑						
32	↑	45	↑	26	→	56	→	49	↑	47	↓				
40	↑	41	↓	26	incon	58	→	45	↑	51.5	↓				
36		42.5	↓	24		57	→	41		50	↓	7			
24	→			16	incon			40	↑			4	↓		
49	↑			32	↑			76	↑			8	→		
35	↑	42.5	↓	24	↑	57	→	41	↑	49.5	→	7	→		
31	↑	46	→	22	↑	60	↑	42	↑	55.5	→	5	↓		
34	↓	41	↓	18	→	47	↑	32	↑	45.5	↓	0	→		
4	↓	46.5	→	0	↓	72	↑	8	→	67.5	→		↓		
41	↑			28	↑			46	↑			39	→		

We selected reading as a content area of focus so that we can leverage our work to improve across all content areas. We captured our observations, applied the REAL criteria, and agreed upon the following priority performance challenges:

**Status:**

The percentage of students at our school who scored proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 (27, 28, 34, 35, 36) and is 36 points below state's expectation of 72.

**Growth:**

Our median growth percentile on the reading TCAP/CSAP has increased and then decreased from 2008-2012 (41, 50, 52, 48, 43) and has been below the state's median of 50 for the last two years.

**Growth Gaps:**

The median growth percentile for our boys on the reading TCAP/CSAP has decreased from 2010 to 2012 (37, 46, 52, 48, 43) and has been above the state's median of 50 once in the last five years.

**Root Cause Analysis**

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

Root cause analysis was conducted as a two-part conversation. Part I involved the entire school staff on September 20, 2012. We presented the priority performance challenges and generated all possible explanations for status, growth, and growth gaps. We then took explanations that we could not control or were not supported by data. We consolidated and the named the remaining explanations in sentences crafted as deficits (we lack/do not have/have not mastered.) Some of the possible root causes we generated were as follows:

- We lack the “nuts and bolts” of how to teach kids to read (guided reading).
- We have not mastered maximizing our reading resources. We lack consistency between classrooms.
- We lack checks for understanding and re-teaching of core content and basic skills.
- We have not had clear targets and data for small groups.
- We lack effective professional development. Vertical alignment of expectations – scope and sequence of expectations. Strategy sharing.
- We have not mastered the creation of strategic support opportunities for boys.
- We have not mastered differentiating to meet all students' needs (especially boys.) movement, relevance, resources, ways for them to be successful, goal setting, competition, purpose

The SLT then convened on September 24, 2012 to begin prioritize the remaining items and to examine “why.” The following root causes were identified:

- We do not have consistent implementation of and accountability for reading workshop.
- We lack a vision for and school wide expectations around reading workshop.
- We have not yet mastered the vertical alignment/scope and sequence of expectations (CCSS) in order to support students with a variety of needs.
- We have not named and mastered strategies that help boys become invested in their learning.

We then verified the root causes through anecdotal information through teacher conversations as well as classroom observations.

## **ONGOING**

### **Interim Measures**

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

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

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

April: CELA, additional informal data

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

### **School Involvement/Parent Engagement:**

At the beginning of October, teacher representatives from our SLT and our CSC committee shared our growth and status data with parents. On October 15, the Admin team also held a State of the School speech/message that informed parents and community members of our growth and status data and shared our focus and action steps for the year. In December, during our PTO meeting, our staff, our designated Parent Ambassadors and all of our parents, in attendance, will work together to develop a vision statement for Garden Place Academy.

Since our data showed low performance in literacy and math, our parents and Family Engagement committee planned a Literacy Night and a Math Night to help support our parents understandings around the curriculum being taught, the grade-level expectations, and help support with strategies they can implement at home to help with the homework and improve student achievement.



At our PTO in November, we discussed parent-teacher conferences and shared possible questions parents could ask teachers during conferences to help them monitor their child's growth and learn what student-specific supports their children receive in school.

In January and in the spring, we will be sharing our UIP improvement strategies with parents and our Interim and STAR data with parents. Parents will also receive progress reports of their child's performance on the Interim Assessments. Parents will have opportunities to share ideas and ideas they would like to see added to the UIP.

By helping parents stay informed and inviting them to be a part of a solutions-oriented process, we are building on the strengths of all stakeholders within our learning community.

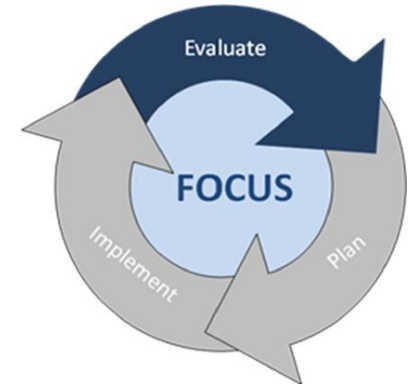
## Section IV: Action Plan(s)

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

### School Target Setting Form

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

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



**School Target Setting Form**

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
			2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura R	The percentage of students at our school who scored proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 (27, 28, 34, 35, 36) and is 36 points below state's expectation of 72.	The percentage of our students scoring proficient or advanced on the reading TCAP will be 49.	The percentage of our students scoring proficient or advanced on the reading TCAP will be 55.	<p>DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of students making at least one year's worth of growth as per DRA2/EDL2 guidelines.</p> <p>STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and</p>	<p>Create a vision and identify schoolwide expectations around reader's workshop.</p> <p>Focus on Common Core State Standards to determine vertical alignment and expectations in order to support students with a variety of needs.</p>

						<p>May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines.</p> <p>Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.</p>	
		M					
		W					
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Our median growth percentile on the reading TCAP/CSAP has increased and then decreased from 2008-2012 (41, 50, 52, 48, 43) and has been below the state's median of 50 for the last two years.	The median growth percentile for our students on the reading TCAP will be 55.	The median growth percentile for our students on the reading TCAP will be 55.	DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of	<p>Create a vision and identify schoolwide expectations around reader's workshop.</p> <p>Focus on the Common Core State Standards to determine vertical alignment and expectations in order to support students with a variety of needs.</p>

						<p>students making at least one year's worth of growth as per DRA2/EDL2 guidelines.</p> <p>STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines.</p> <p>Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.</p>	
			M				
			W				
			ELP				

Academic Growth Gaps	Median Student Growth Percentile	R	<p>The median growth percentile for our boys on the reading TCAP/CSAP has decreased from 2010 to 2012 (37, 46, 52, 48, 43) and has been above the state's median of 50 once in the last five years.</p>	<p>The median growth percentile for our boys on the reading TCAP will be 55.</p>	<p>The median growth percentile for our boys on the reading TCAP will be 55.</p>	<p>DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of boys making at least one year's worth of growth as per DRA2/EDL2 guidelines.</p> <p>STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of boys making at least one year's worth of growth as per Renaissance STAR Early Literacy and</p>	<p>Identify and implement specific strategies to help boys become more invested in their learning.</p>
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						STAR Reading guidelines.	
		M				Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		W					
Post Secondary & Workforce Readiness	Graduation Rate		N/A				
	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:** Create a vision and identify school wide expectations around reader’s workshop with a focus on guided reading.

**Root Cause(s) Addressed:** We lack a vision for and school wide expectations around reader’s workshop and there are different levels of understanding around the components of readers workshop.

**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)
Administrative walk-through to develop baseline data about the reading block and guided reading.	October and November 2012-13	Jan Box Rebecca Gaustad Jeni Rouse Sarah Baird	Best Practice Documents LEAP Framework	We will collect information about the current structure of the reading block utilizing an observation tool in 100% of classrooms.	In progress
Teachers will meet in vertical teams to study best practices extrapolated from the DPS Best Practice documents and the LEAP Framework to review core components of Reading Workshop	Monthly 2012-13 school year	Admin team, TEC and Teacher Leaders	Best Practice Documents LEAP Framework Moodle Website	100% of staff will participate in bi-monthly meetings as evidenced by agendas and exit slips or reflection sheets.	In progress
Administrative walk-through to collect evidence of transfer of learning from professional development.	November ongoing	Jan Box Rebecca Gaustad	Best Practice Documents LEAP Framework	We will collect information about evidence of professional	In progress



	2012-13	Jeni Rouse Sarah Baird		development transfer utilizing an observation tool in 100% of classrooms.	
Professional development using best practice documents and the DPS guided reading template to ground our understanding of guided reading.	2012-13 school year	All teachers, Leadership Team Admin Team	N/A	100% of teachers will participate in guided reading professional development as evidence by agendas and sign-in sheets.	Completed
Data teams will meet bi-monthly and will be embedded in the content of guided reading. Teachers will set quarterly goals using the STAR, flexibly group students based on differentiated need, discuss instructional strategies, and monitor student growth.  DIBELS Running Record Progress-Monitoring: twice a month with students reading 1 ½ years below grade level and once a month for students 6months-1 ½ years below grade-level.	2x a month	TEC Classroom Teachers	1 sub day: 3 floating subs @125.00 = \$375.00 to launch data teams	100% of teachers will participate in bi-monthly data teams as evidenced by meeting notes.	In progress
Examine information from data team conversations to determine an area of focus for professional development around guided reading.	2x a month	School Leadership Team, TEC, Admin	N/A	Data team conversation notes will be reflected in the professional development plan.	In progress
Determine focus for learning labs based on data and previous conversations. Host learning labs.	2x a year: Primary and Intermediate	School Leadership Team	N/A	100% of identified teachers will participate in learning labs as evidenced by agendas.	Not Begun
Lead teachers visit school site (learning lab) for Reading Workshop in 2 waves 1—TLA and Admin 2—Classroom Teachers	November TLA Members  December/Jan— 2 <sup>nd</sup> Wave	SLT	Teacher Leadership Funds  10 sub days @ 125.00= \$1250.00	100% of identified teachers will present best practices observed to staff on January 7 <sup>th</sup> as evidenced by sign-in	Not begun

				sheets.	
Teachers will participate in teaching-coaching cycles and on-site and off-site peer observations to build capacity and receive differentiated support.	School Year 2012-13	Classroom Teachers Teacher Leaders TEC	Release time/sub coverage TEC (2 days a week)	100% of identified teachers will participate in coaching cycles as evidenced by reflection sheets.	In progress

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

**Major Improvement Strategy #2:** Focus on CCSS to determine vertical alignment, expectations and define proficiency in guided reading to support students with a variety of needs.

**Root Cause(s) Addressed:** We have not yet mastered the vertical alignment/scope and sequence of expectations (CCSS) in order to support students with a variety of needs.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Teachers will use backwards design processes using the Common Core Standards along with Essential Learning Goals in their planning guides to collaboratively plan purposeful lessons based on Content/Language Objectives during grade-level team planning and data team conversations.	1x a week	Classroom Teachers TEC for support	N/A	Grade-level teams submit talking points from planning meeting by Friday of each week.	Collaborative Grad-Level Planning: In Progress  In January, more in-depth whole group PD focus
Demonstration, Practice and Support of how to use the CCSS and Literacy Guide ELGs to develop strong Content/Language Objectives, align expectations and instructional steps in vertical PD and Data Team Meetings for guided reading.	School Year 2012-13	Admin Team TEC Classroom Teachers	Common Core State Standards Books: \$10.00 x 19= \$190.00	Baseline Data, Mid-year Data, and End-of-Year data to measure quality of posted objectives will be collected in 100% of classrooms.	Data Teams: In Progress  In Whole Group PD: January
In Data Teams, teachers will collaboratively plan with the TEC and use the Scope and Sequence of Skills, provided by the STAR and CCSS to develop focused, small, guided reading groups, set goals, provide targeted instruction and monitor student growth.	Bi-monthly	TEC Classroom Teachers	3 Floating Subs for 90-minute release time: September, October 31 3 x \$125.00= \$375.00 each day.	100% of classroom teachers will conduct guided reading groups using pre-established criteria as evidenced by classroom observations.	In progress
Differentiated PD: Teacher-Directed, Vertical Groupings will be created based on their	1x a month	Teacher Leaders	Professional Literature:	100% of teachers will participate in	In progress

Professional Growth Plan focus on the LEAP Framework within our school focus of High Impact Instructional Moves and embed learning in Reading Workshop.		Classroom Teachers Admin Team	\$20.00 x 24= \$480.00	differentiated professional development as evidenced by sign-in sheets.	
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**Major Improvement Strategy #3:** Identify and implement specific strategies to help boys become more invested in their reading and learning.  
**Root Cause(s) Addressed:** We have not named and mastered strategies that help boys become invested in their learning.

**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)
Identify a summer reading resource to address the needs of urban boys in education.	Spring 2013	Admin Teachers	N/A	100% of staff will participate in summer reading	Not Begun
Assign and complete summer reading. Professional Reading: <i>Reaching Up for Manhood</i> by Geoffrey Canada	May/Summer2013	All Staff	Professional Reading: Reaching Up for Manhood, by Geoffrey Canada  30 books @ 20.00 each	All Staff will read the assigned book over the summer and will bring key ideas from the book to discuss at summer retreat as evidenced by agendas and sign-in sheets	Not Begun
Determine a plan to address boys based on summer reading.	Fall 2013	Admin Teachers Support Staff	N/A	Interdisciplinary Teams will collaboratively plan action steps that will be evidenced by notes from the meeting and sign-in sheets	Not Begun
Build a school wide literacy focus: showcase posters, contests, book raffles, displays and writing portfolios of culminating literacy activities	School Year 2012-13 And 2013-2014	Classroom Teachers Library All Staff	N/A	100% of all staff participate as evidenced by student work outside of classrooms, bulletin boards, assemblies, etc.	In Progress

Make our classroom library reading areas more welcoming to boys and girls: inviting, comfortable, hang pictures of boys reading, have topics that are of interest to boys and have a variety of sources/types of r. materials: magazines, newspapers, comic books, instructional and informational books and high-interest genres.	School Year 2012-13	Classroom Teachers Librarian	\$13,000 for new Classroom Library Books K-5	100% of all classroom teachers will create more inviting libraries as evidenced by their library environment and an increase in book selection	In Progress
Launch book groups led by males and other role models to model good reading and writing habits and strategies and help boys identify the characteristics and qualities of positive role models and effective mentors in texts.	Fall 2013 School Year 2013-2014	Staff Volunteers	\$200 for small group resources: sets of books	100% of staff volunteers will meet with groups 1x a week as evidenced by agendas and attendance records	Not Begun

**Section V: Appendices**

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

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)	Parents are involved in the development of our UIP through their representation on our CSC committee and PTO meetings. During our PTO meetings in the fall, parents are provided an overview of multiple measures of our data and our plans for improvement and goals. Parents are given opportunities to provide feedback and offer more ideas for support. The UIP is reviewed regularly throughout the year and any parent actions that are implemented will be connected and aligned with our UIP goals. Please refer to our Data Narrative for more information.
What are the comprehensive needs that justify the		Section III. Data Narrative (p. 7) and	Please refer to our Data Narrative beginning on page 20 and our Action Plan beginning on Page 26.

activities supported with Title I funds?		Section IV. Action Plan (p. 10)	
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)	Please see our Improvement Strategies and Action Steps outlined in our Action Plan beginning on page 26.
All core content teachers are highly qualified.	<input type="checkbox"/> Yes  <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	We take recruiting the best teachers as one of our top priorities. We have a rigorous hiring and interviewing process. Not only are teachers invited to interviews after an initial paper screen, they are also asked to demonstrate and teach a lesson to a small group of students in front of the PC committee. We are looking to revise our hiring process even more by asking our prospective hires to interact and collaborate with grade-level teams and bring a portfolio with past classroom data and student work. We help to retain quality teachers by offering school-site differentiated professional development, peer-to-peer observations, learning labs, grade-level and vertical team planning opportunities and individual and/or small group coaching cycles. We also offer distributive leadership opportunities through committee membership and professional development opportunities.

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)	Parents are involved in the development of our UIP through their representation on our CSC committee and PTO meetings. During our PTO meetings in the fall, parents are provided an overview of multiple measures of our data and our plans for improvement and goals. Parents are given opportunities to provide feedback and offer more ideas for support. The UIP is reviewed regularly throughout the year and any parent actions that are implemented will be connected and aligned with our UIP goals.
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)	The Principal and kindergarten teachers will meet with the preschool teachers each spring and discuss the academic strengths and weaknesses of students moving to kindergarten. Also, we will hold tours and invite entering preschoolers from surrounding programs to visit GPA and our kindergarten programs. Preschoolers will be able to shadow kindergartners for a couple of hours and kindergarten teachers will host an orientation meeting with parents to introduce the kindergarten academic program, discuss curriculum expectations with a focus on PreK math skills, pre-literacy skills and school readiness supports. The Principal will also visit surrounding preschool programs such as HeadStart, to recruit students to Garden Place and share school and school readiness information and strategies with parents.
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 by the CSC committee and the SLT committee each month. UIP goals will be posted in a common area. We are actively recruiting parents to be a part of the CSC committee and the document along with its action steps will be transparent to our PTO/Parent Advisory committee as well. Parent Focus groups will be held throughout the year to review and revise and monitor our progress of goals. The plan and policy will be available for review by all parents upon request and key points will be communicated in the monthly newsletters sent home.
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	In addition to the funds outlined in our Action Plan beginning on pg. 26, we have used most of our Title I monies to staff teachers this year. The small balance will be used to purchase classroom supplies and intervention materials.



## School-Parent Agreement Compact

Garden Place Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of Elementary and Secondary Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2012-2013.

Garden Place Academy will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards
- Hold an annual meeting "State of the School" address to inform parents of our status and growth performance measures, share action steps and strategies for improvement
- Hold monthly PTO/Advisory Committee meetings to build relationships, transparency and collaboration between the staff and parents. Bring in resources into the community and provide capacity-building opportunities for parents. Provide parent leadership opportunities through our Parent Ambassadors program and our Parenting Partners curriculum.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Hold parent-teacher conferences bi-annually during which this compact will be discussed as it relates to the individual child's achievement and where parents will have the opportunity to ask about their child's progress toward achieving grade-level proficiency and beyond. The parent will also have the opportunity to ask questions about the student-specific support their child receives to meet the student achievement standards. Parent-Teacher conferences will be held November 15-16, 2012 and February 26-27, 2013.
- Provide reports on their child's progress after all state and district assessments.
- Provide parents reasonable access to staff. We have an open-door policy and all parents can visit classrooms and schedule a meeting with teachers at any time. We make sure to provide translation and interpretation services at all meetings, conferences, and events at Garden Place.
- Provide parents capacity-building opportunities in helping provide support at home with homework and in helping to advance student achievement. We hold one Literacy Night and one Math Night to help support our parents understanding around the curriculum being taught and provide them with strategies they can use to help improve student learning.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. Provide to

parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

## Parent Responsibilities

**We, as parents, will support our children's learning in the following ways:**

- Monitoring attendance and tardies
- Making sure that homework is completed and that students read at home for at least 20 minutes daily
- Monitoring amount of television children watch
- Volunteering in my child's classroom
- Participating, as appropriate in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.