

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3478 School Name: GODSMAN 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%	-	-	39.04%	-	-	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%	-	-	38.71%	-	-	
		W	53.52%	-	-	26.63%	-	-	
		S	47.53%	-	-	18.18%	-	-	
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	58	-	-	59	-	-	
		M	75	-	-	58	-	-	
		W	71	-	-	62	-	-	
ELP	43	-	-	58	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

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

Section II: Improvement Plan Information

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

Additional Information about the School

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

Improvement Plan Information

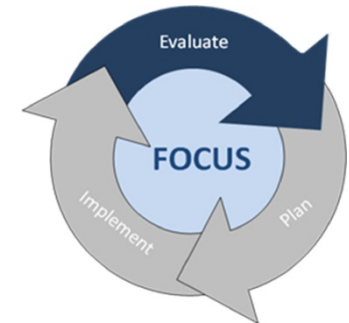
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Patricia Hurrieta, Principal
	Email	patricia_hurrieta@dpsk12.org
	Phone	720.424.7060
	Mailing Address	2120 W. Arkansas Ave., Denver, CO 80223
2	Name and Title	Lori Heisler, Assistant Principal
	Email	lori_heisler@dpsk12.org
	Phone	720.424.7060
	Mailing Address	2120 W. Arkansas Ave., Denver, CO 80223

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)	Math 56.06%	Math 38.71%	Targets are very high. There was an increase in writing by 1.06% and reading by 3.28%. There was a decrease in math of 1.74% from 2011. Writing was a school wide focus for the 10/11 and 11/12 school years, which also affected our reading scores. There has not been a focus on math since 2008.
	Reading 40.02%; Writing 68.26%	Reading 38.83%; Writing 26.34%	
Academic Growth	Math 60 MGP	Math 58	
	Writing 58 MGP	Writing 62	
Academic Growth Gaps	Met in all areas	Met in all areas	
Post Secondary Readiness	N/A	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.

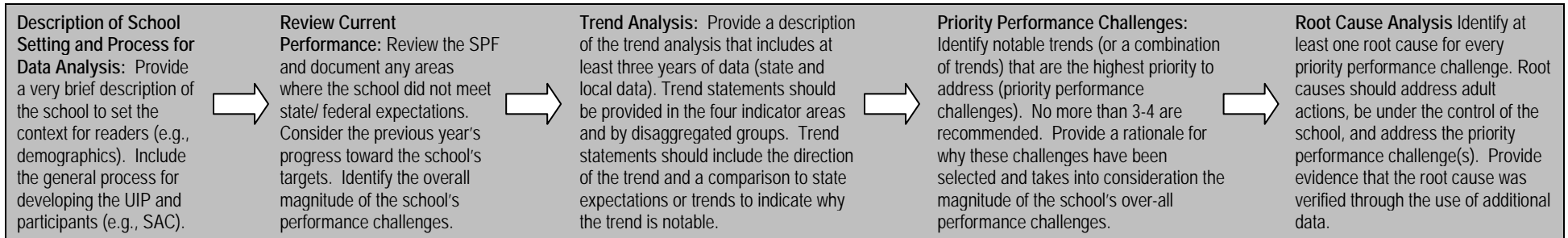
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Flat math scores, 38% last 2011-2012 and 40% in 2010 proficient	Lack of focus on academic vocabulary impacting constructed responses Fluency in computation	No focus on math in last 3 years
	Increase in writing scores from 11% to 23% from 2008 to 2012	Consistent data teams process	Focus on writing the last 3 years
Academic Growth	Highest MPG was in writing across all grade levels	Extend data team process to math and reading	Focus on writing through data teams
	MGP was above 50 in all areas	Consistent data teams process	Progress monitoring by teachers
Academic Growth Gaps	Special Education students met the district goal		
	Exited ELL's outperform ELL's	Professional development in strategies that meet the needs of ELL's	Strategies specific to ELL's for literacy instruction needed
Post Secondary &	N/A		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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:

Godsman sits in southwest Denver in the Athmar/Ruby Hill Neighborhood. There are 580 students and 65 staff members. 67% of the students are English learners and 97% qualify for free or reduced lunch. The vast majority of our students are Spanish speakers. The other languages represented in our school are Vietnamese, Khmer, French and Burmese. The school follows the Transitional Native Language Instructional (TNLI) model and takes it one step further in that we offer Spanish literacy instruction through 5th grade so that our students maintain their heritage language. Godsman's community of students, parents, and staff work together to promote learning.

Godsman expects students to thrive using strategies that are necessary to achieve excellence in order to meet grade level standards for both academic and social growth. The Godsman community will provide opportunities for students and parents to grow together and build self-esteem. Godsman uses various assessments that help to drive rigorous instruction. Data is used to monitor student progress toward meeting grade level standards. Teachers understand and align standards, curriculum, and professional judgment to meet individual student needs.

The focus at Godsman Elementary is to equip students with the necessary tools for their independent learning. Godsman's goal is to make their students into life-long learners and responsible citizens. Students who come to Godsman as simultaneous bilinguals (speaking Spanish and English at home) have the opportunity to become academically and linguistically fluent in both English and Spanish so that they can retain their cultural heritage and become more flexible and productive members of society. Godsman teachers works together to ensure students are meeting the grade level required at each grade level and are supporting students across their 13 years of education. In order to ensure success, Godsman's believes they have the best staff for their students. Most of their teachers have master's degrees in education. They are a highly qualified group who chose to work at Godsman because of their students and their families.

Teacher met in August to analyze the TCAP and interim data for the 11-12 school year. The trend in writing has been upward for the last 3 years. Math has plateaued since 2010. Reading and science has increased since 2008. Our non ELL's have not made the same growth and our exited ELL's have made more growth than our ELL's indicating that once students reach the expectations they are ready to be successful in English. The strategy "Five Why's" was used to question the reasons for the for the upward trends in growth across the content areas and the flatline in mathematics in status.

The Collaborative School committee also met in August to analyze the data. The parents and teachers on the committee agreed with the analysis of the teachers. Parent indicated that they would like more information about the curriculum the teachers use, especially Everyday Math.

CELA scores increased from 8.86% to 9.01% and were basically flat.

Demographics	Percentage
Male	52%

Female	48%
Asian or Pacific Islander	2%
American Indian/Alaskan Native	1%
Black (Not Hispanic)	1%
Hispanic	83%
White, not Hispanic	6%
Special Education	9%
ELA	62%

The Collaborative School committee together with the School Leadership team met in August to review the data. We analyzed the past 5 years of performance looking at the charts below. We determined that our focus in writing has increased academic achievement due to 62 MGP of the students in writing, 4 MPG points over our expectation. This information was then presented to the staff at our professional development at the beginning of the school year. Staff met in August 2012 to do a data dig into last year's TCAP, interim and benchmark measures. After analyzing the data looking for growth and the staff charted what worked we had completed that impacted the increase in the writing scores and determined that we should implement that work in math too as we have lost ground in that area.

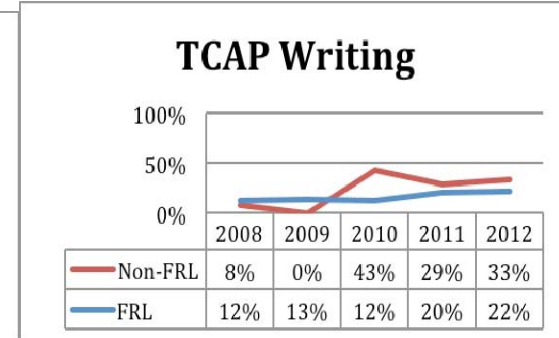
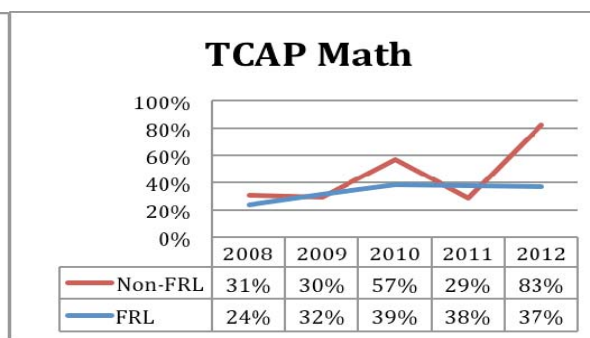
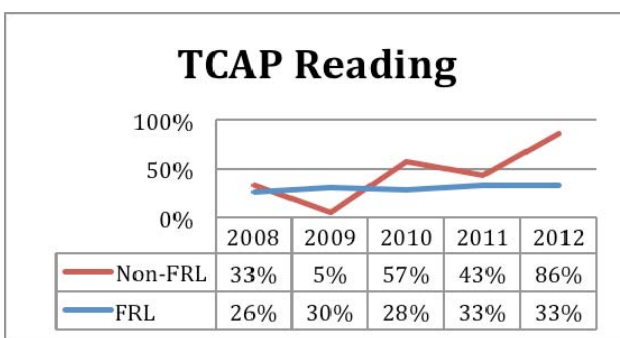
In the area of attendance, we discovered little growth as evidenced by our SPF percentage f points over the last 5 years; hence the 2nd improvement goal.

The largest gaps exist between our free and reduced lunch students and those who are full pay in the areas of and math as evidenced by the charts below. The work in writing that was described above support the effectiveness of data teams as there is only an 11% gap in this area and an over 50% gap in reading and writing.

School Performance Framework 08-12

Year	2008	2009	2010	2011	2012
Student Progress Over Time - Growth	33	44	48	48	56
Student Achievement Level - Status	30	29	33	35	43
Student Engagement	67	50	33	33	33
Re-enrollment	50	75	50	50	50
Parent Satisfaction	N/A	60	63	75	75
Total	34	41	44	46	54

Free and Reduced Lunch Students



A decision was made based on the data that our two improvement goals would be:

1. Use data team process to drive instructional decisions to ensure student achievement.
 - a. Root causes:
 - i. Lack of instructional data analysis and planning in math, especially as grade level teams
 - ii. Intentional data team process resulted in increased writing achievement data that included backwards planning and was based in the standards.
2. Improve attendance rate to 95%.
 - a. Root causes:
 - i. Low attendance rates negatively impact student achievement.
 - ii. Parents may not realize the importance of daily attendance.
 - iii. Parents may not realize the expectations.
 - iv. Teachers may not realize the expectations or the actual attendance rate.

Our plan follows.

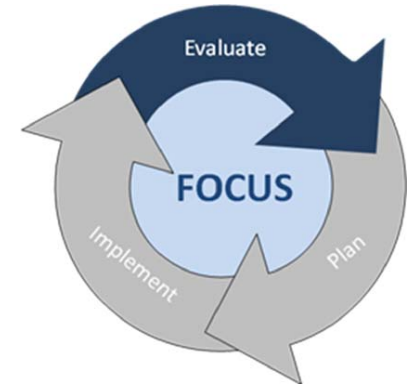
Section IV: Action Plan(s)

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	Lack of focus on academic vocabulary impacting constructed responses	45%	55%	DRA2 EDL2 Reading STAR Running Records Conferencing	Use data team process to drive instructional decisions to ensure student achievement.
		M	Lack of focus on academic vocabulary impacting constructed responses Fluency in computation	48%	58%	Exit slips RSA's Unit Tests STAR Math District Interims	Use data team process to drive instructional decisions to ensure student achievement.
		W	Consistent data teams process	33%	43%	Monthly writing prompts District Interims	Use data team process to drive instructional decisions to ensure student achievement.
		S	Lack of focus on academic vocabulary impacting constructed responses	27%	37%	Teacher developed unit assessments	Use data team process to drive instructional decisions to ensure student achievement.
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	N/A				
		M	N/A				
		W	N/A				
		ELP	N/A				
Academic Growth	Median Student Growth	R	N/A				
		M	N/A				

Gaps	Percentile	W	N/A				
Post Secondary & Workforce Readiness	Graduation Rate		N/A				
	Disaggregated Grad Rate		N/A				
	Dropout Rate		N/A				
	Mean ACT		N/A				

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: Use data team process to drive instructional decisions to ensure student achievement. **Root Cause(s) Addressed:** Lack of depth around data analysis around core content areas.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Twice weekly data conversations with grade level teams.	2012-2013	Principal, AP, Intern, Teachers	None	Vertical share every 6-8 weeks with data recorded on Wikispace Record of data indicating student improvement	In progress
Grade level developed progress-monitoring tools. (pre and post unit assessments, exit tickets, etc.)	2012-2013	Teachers	None	Record of data indicating student improvement Adjustment of interventions Specific formative assessments developed by teachers	In progress
Backward unit planning based on data and essential learning goals.	2012-2013 2013-2014	Teachers, Facilitator, Intern	None	Lesson plans specific to essential learning goal.	In progress
Vertical shares at the end of each unit.	2012-2013 2013-2014	Teachers, Facilitator, Librarian	None	Captured on Wikispace	At the end of each unit of study

Interventions for students who are not meeting the goal.	2012-2013	Teachers, Interventionists	2 Intervention Teachers \$130,000, Title I and General Fund	Regrouping students in the classroom and across the grade level	In progress
Monthly (or as needed) meetings based on student needs to facilitate the sharing of strategies of struggling students.	2012-2013	Teachers, Student Intervention Team		Teachers increase repertoire of strategies for students	In progress
Professional development offered 1:1 with teacher effectiveness coach and self-selection based on LEAP observational data.	2012-2013	Principal, AP, Intern, Facilitator, Teacher Effectiveness Coach	TEC District Funded	1:1 coaching Self-selected professional development with teacher leaders leading the PD. Increase in proficiency on LEAP framework data.	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: Improve attendance rate to 95% year progress very poorly.

Root Cause(s) Addressed: Students who attend less than 95% of the school

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)
Created and distribute new policy.	2012-2013	Assistant Principal, Social Worker	None	Policy distributed to parents at registration.	In progress
Monthly recognition for students with improved or good attendance.	2012-2013	Principal, AP, Secretary, Teachers	\$200.00 Title I Funds for paper and ribbons	Parents invited to attend monthly awards assemblies. 9 assemblies; one each month	In progress
Teachers call home after 3 absences in one week or 5 in one month.	2012-2013	Attendance Committee	None	Phone calls logged in IC	In progress
Home visits conducted	2012-2013	Teachers, Family Liaison	Training costs, \$20 per visit per teacher, Parent Teacher Home Visit Program	Each child receives a home visit	In progress
Recognize students with 100% attendance.	2012-2013	Principal, AP, Secretary, Teachers	\$100 for certificate paper General Fund	Monthly and trimester awards' assemblies	In progress
Recognize classrooms with the best attendance per grade level.	2012-2013	Principal, AP, Secretary	\$20 for 9 monthly charts and stickers	Posters given out weekly during lunch to the class with the best attendance to hang outside of classroom	In progress
Creation of an attendance team that meets weekly.	2012-2013	Attendance Committee	None	Meet every 2 weeks	In progress

Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)

Section V: Appendices

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

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