

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3600 School Name: GRANT MIDDLE SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	-	71.43%	-	-	42.36%	-	Overall Rating for Academic Achievement: <b>Approaching</b> * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	52.48%	-	-	35.68%	-	
		W	-	57.77%	-	-	31.64%	-	
		S	-	48%	-	-	30.83%	-	
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: <b>Approaching</b> * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	62	-	-	52	-	
		M	-	85	-	-	58	-	
		W	-	77	-	-	53	-	
ELP	-	53	-	-	38	-			

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;"><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>- 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 is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement 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 in 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**

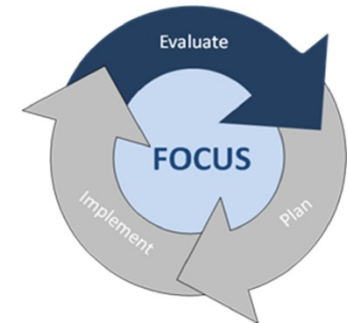
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability   
  Title IA (Targeted Assistance or School wide)   
  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	Alex Magaña, Principal
	Email	<a href="mailto:alex_magana@dpsk12.org">alex_magana@dpsk12.org</a>
	Phone	720-423-9360
	Mailing Address	1751 South Washington Street, Denver, CO 80210
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

**Section III: Narrative on Data Analysis and Root Cause Identification**

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



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

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading P/A increase from 41% to 45%	Reading increased to 42% (3% less than target)	A significant focus of the 2011-2012 school year was the development of the school innovation and improvement plan.  We were above the 50% MGP in all areas (reading, writing, and math). Increases and decreases in status and growth were not substantial and therefore targets were not met.
	Math P/A increase from 42% to 47%	Math decreased to 38% (9% less than target)	
	Writing P/A increase from 31% to 40%	Writing increased to 35% (5% less than target)	
	Students with IEPs scoring Unsatisfactory will decrease from 44% to 35%	Students with IEPs scoring Unsatisfactory decreased to 31% (4% more than the target)	
Academic Growth	Increase MGP from 55 to 60	Writing decreased MGP to 53 (8 percentiles less than target)	In ELL sub-group, we did show an increase (57 in writing). We do need to provide additional academic vocabulary support.
Academic Growth Gaps	Reading P/A of ELLs increase from 49% to 55%	Reading ELL (including parent opt out) Increased 14% to 18% Exited ELL Increased 62% to 61%	
	Writing - Increase MGP of ELLs from 48	Writing increased to 57 ( 4 points more than target)	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	to 54		

**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)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">CSAP/TCAP</th> <th colspan="3">% At or Above Prof</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44%</td> <td>40%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>31%</td> <td>31%</td> </tr> <tr> <td>Math</td> <td>37%</td> <td>41%</td> <td>35%</td> </tr> <tr> <td>Science</td> <td>29%</td> <td>23%</td> <td>29%</td> </tr> </tbody> </table>	CSAP/TCAP	% At or Above Prof			2010	2011	2012	Reading	44%	40%	42%	Writing	32%	31%	31%	Math	37%	41%	35%	Science	29%	23%	29%	<p>Low levels of reading proficiency Reading proficiency is relatively flat</p> <p>Low levels of writing proficiency Writing proficiency is relatively flat</p>	<ul style="list-style-type: none"> <li>Inadequate instructional time to catch students up</li> <li>Need for research-based reading interventions</li> <li>Lack of frequent progress monitoring assessment and analysis</li> <li>Lack of focus on ELL population</li> <li>Inadequate instructional time to catch students up</li> <li>Inconsistency in language arts curriculum implementation</li> <li>Lack of common writing assessments and progress monitoring</li> </ul>
CSAP/TCAP	% At or Above Prof																									
	2010	2011	2012																							
Reading	44%	40%	42%																							
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Academic Growth	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th rowspan="2" style="width: 20%;">CSAP/TCAP</th> <th colspan="3" style="text-align: center;">Median Growth Percentiles - MGP</th> </tr> <tr> <th style="width: 15%;">2010</th> <th style="width: 15%;">2011</th> <th style="width: 15%;">2012</th> </tr> <tr> <td>Reading</td> <td style="text-align: center;">52</td> <td style="text-align: center;">50</td> <td style="text-align: center;">52</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">54</td> <td style="text-align: center;">48</td> <td style="text-align: center;">53</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">54</td> <td style="text-align: center;">64</td> <td style="text-align: center;">58</td> </tr> </table>				CSAP/TCAP	Median Growth Percentiles - MGP			2010	2011	2012	Reading	52	50	52	Writing	54	48	53	Math	54	64	58	<p>MGPs in the average range are not adequate to catch students up</p> <ul style="list-style-type: none"> <li>Inadequate instructional time to catch students up</li> <li>Inconsistency in language arts curriculum implementation</li> <li>Lack of common writing assessments and progress monitoring</li> <li>Not enough time was provided for personalized learning for our higher level and lower level students</li> </ul>
	CSAP/TCAP	Median Growth Percentiles - MGP																						
		2010	2011	2012																				
	Reading	52	50	52																				
	Writing	54	48	53																				
Math	54	64	58																					
<b><u>MGP by Grade/Content</u></b>																								
<b>Content</b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>Total</b>																				
Reading	40	62.5	58	52																				
Writing	44	58	59	53																				
Math	48	43.5	80	58																				

Academic Growth Gaps	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th rowspan="2" style="width: 20%;">TCAP - Reading Sub-Group</th> <th colspan="3" style="text-align: center;">% At or Above Prof</th> </tr> <tr> <th style="width: 15%;">2010</th> <th style="width: 15%;">2011</th> <th style="width: 15%;">2012</th> </tr> <tr> <td>ELL</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">18%</td> </tr> <tr> <td>Free/Reduced</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">36%</td> </tr> <tr> <td>SPED</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">10%</td> </tr> </table>				TCAP - Reading Sub-Group	% At or Above Prof			2010	2011	2012	ELL	14%	14%	18%	Free/Reduced	38%	35%	36%	SPED	8%	7%	10%	<p>Sub-group proficiency rates are largely flat with some decline. Overall sub-group proficiency rates are low.</p> <ul style="list-style-type: none"> <li>Intervention programming lacks alignment</li> <li>Not enough real-time feedback loops to address specific common core areas</li> <li>Not enough academic vocabulary support for our ELLs.</li> <li>SPED students need direct writing instruction and provide additional supports.</li> <li>Center-based programs were not included in data team process.</li> </ul>
	TCAP - Reading Sub-Group	% At or Above Prof																						
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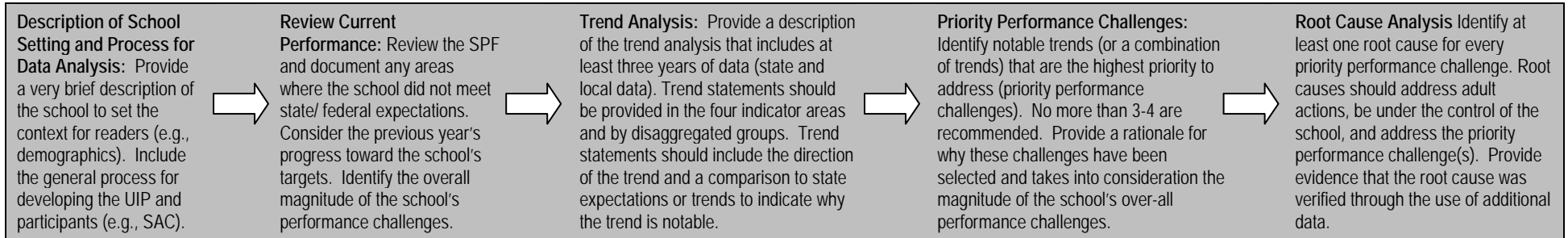
	<table border="1"> <thead> <tr> <th rowspan="2">TCAP - Math Sub-Group</th> <th colspan="3">% At or Above Prof</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>9%</td> <td>10%</td> <td>15%</td> </tr> <tr> <td>Free/Reduced</td> <td>28%</td> <td>26%</td> <td>26%</td> </tr> <tr> <td>SPED</td> <td>4%</td> <td>2%</td> <td>8%</td> </tr> </tbody> </table>				TCAP - Math Sub-Group	% At or Above Prof			2010	2011	2012	ELL	9%	10%	15%	Free/Reduced	28%	26%	26%	SPED	4%	2%	8%	<p>Math sub-group proficient also remains flat.</p> <ul style="list-style-type: none"> <li>• More time needed for math intervention</li> <li>• Teachers did not have enough resources to increase engagement (lacked personalized learning opportunities)</li> </ul>
TCAP - Math Sub-Group	% At or Above Prof																							
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	<table border="1"> <thead> <tr> <th>2012 School Year</th> <th>ELL</th> <th>SPED</th> <th>Overall</th> </tr> </thead> <tbody> <tr> <td>Attendance Rate</td> <td>91.9%</td> <td>86.5%</td> <td>91.5%</td> </tr> </tbody> </table>				2012 School Year	ELL	SPED	Overall	Attendance Rate	91.9%	86.5%	91.5%	<p>Overall Attendance rates is below district average and too low for SPED</p> <ul style="list-style-type: none"> <li>• Clear attendance policies have not been set and need to be implemented with supports.</li> <li>• Special Ed students are missing instructional time.</li> </ul>											
2012 School Year	ELL	SPED	Overall																					
Attendance Rate	91.9%	86.5%	91.5%																					



**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:**  
 GBMS is an urban middle school serving 413 6<sup>th</sup> – 8<sup>th</sup> grade students with the following demographics: 85.5% FRL, 77.7% Minority, 31.0% ELL, and 18.2% SPED. GBMS gained Innovation Status at the end of last year and is beginning its first year of implementation in 2012-2013. GBMS hosts two center-based programs for students with disabilities who have affective needs and multi-intensive needs that impact education. GBMS is “approaching” on the school performance framework, 2% away from meeting expectations. GBMS has maintained above average growth in all areas but has not made adequate growth to “catch up” students who are significantly behind. The GBMS leadership team, all faculty, and school advisory board reviewed TCAP and CELA results and the School Performance Framework, set annual performance targets, and identified root causes and major improvement strategies aligned to the Innovation Plan. The school leadership team reviewed the TCAP scores along with the SPF in August of 2012 to define the root cause of areas we did not meet. Based on the data we outlined the root causes, set goals and created and action plan that will be implemented for the upcoming school year.

**Reading:**  
 GBMS reading **achievement trends** have remained relatively stable over the past four years (40%, 44%, 40%, 42%) but still do not meet the state expectation (71%). The median growth percentile in reading increased from 50 to 52. In order to meet the Academic Achievement (Status) expectation, we will need to continue to increase the Academic Growth for all students. Our **priority performance challenge** is to increase reading proficiency. More specifically we need to increase the academic status for Hispanic students, ELLs and students with IEPs. In the last three years to address reading achievement, GBMS has leveled reading classes, introduced researched-based reading programs and made reading a school-wide focus. Teachers have been trained in the intervention programs: 6-minute Solution and Reading Advantage. Students were placed in mixed grade leveled reading classes after teachers and administrators reviewed TCAP scores from the previous year, District Benchmark Tests, Scholastic Reading Inventory (SRI), Fluency levels from AIMSweb. Last year (2012) we adopted Accelerated Reader and implemented STAR testing for all students. Although we demonstrated a growth in our MGP in reading, we were not seeing significant gains in proficiency levels in reading. Reading growth has increased over the past two years but not at high enough rates to meet the expected academic status. Also, large gaps still exist in reading with students with special education services and ELLs. This school year, the reading department has undergone a total transformation. First, the Language Arts and Reading departments were split so that any given teacher would either teach Reading or Language Arts so that they would be afforded an opportunity to build a solid Reading program and a solid Language Arts program. The Reading department is fully adopting the blended learning to offer more personalized learning and tighter feedback loops.

**Root cause analysis** indicates that students need more personalized learning opportunities to close learning gaps. Teachers need support in utilizing small group instruction and implementing research-based interventions. Teachers also need to regularly monitor student progress using common short cycle assessments and adjust instruction to address identified learning gaps. To verify our root causes, we considered our professional development, scheduling, and data team analyses for the last three years.

**Writing:**

GBMS writing **achievement trends** have remained stable over the past three years (32%, 31%, 31%) but still do not meet the state expectation (58%). The median growth percentile in writing has fluctuated around 50 (54, 48, 52). In order to meet the Academic Achievement (Status) expectation, we will need to continue to increase the Academic Growth for all students.

Our **priority performance challenge** is to increase writing proficiency and growth in writing. More specifically we need to increase the academic growth in writing for Hispanic students and ELLs.

**Root cause analysis** indicates that students need more instruction and opportunities for practice in writing; however, this instruction need to follow a common, predictable format with a common, predictable scoring guide. There was inconsistency in the writing instruction delivered in the language arts curriculum and common writing strategies were not consistently implemented across content areas. Teachers need to regularly monitor student progress using common writing assessments/rubrics and adjust instruction to address identified learning gaps. To verify our root causes, we examined our curriculum and assessments, scheduling, and systems for tracking writing progress in language arts and in other content areas.

**English Language Proficiency**

56% of English Language Learners scored proficient on CELA. Only 31% of ELLs moved up a proficiency band. **CELA growth is an additional priority need.**

Root Cause and Verification: We do not have sufficient tools to monitor progress and adjust instruction when students are not making sufficient progress. We do not have a school wide focus on academic language.

**Achievement of Students on IEPs**

**Closing the GAP for students on IEPs in reading is our priority for Academic Gaps.**

Root Cause and Verification: We do not have sufficient tools to monitor progress and adjust instruction when students are not making sufficient progress. Too many students on IEP's are missing school. Last year the overall attendance rate for students on IEP's was 86%, which was 3 % points lower than the school average. G

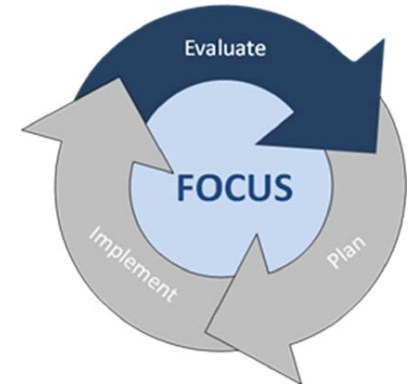
## Section IV: Action Plan(s)

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	Low levels of reading proficiency Reading proficiency is relatively flat	45%	50%	Star Reading Assessments 4 times per year	#1, #2, #3
		M	Increase math proficiency to meet SPF expectations	40%	45%	Instructional Tasks aligned to Common Core Student Growth Objectives (SGOs) --5 times per year	#1, #2
		W	Low levels of writing proficiency Writing proficiency is relatively flat	50%	55%	Teacher created writing assessments aligned to Student Growth Objectives (SGOs) --5 times per year	#1, #2, #3
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Growth is not high enough to make significant status gains	60	60	Read Live fluency and comprehension data reports cycles complete at least every two weeks, Reading Interim 2 times per year, STAR assessment at least 4 times per year, RACED Data Team assessment 5 times	#1, #2, #3
		M	Growth is not high enough to make significant status gains	60	60	Teacher created math assessments aligned to Student Growth Objectives (SGOs) --5 times per year, Math	#1, #2

						Interim 2 times per year	
		W	MGPs in the average range are not adequate to catch students up	60	60	Teacher created writing assessments aligned to SGOs 5 times per year, 2 Embedded Writing Assessments per unit, Writing Interim 2 times per year	#1, #2, #3
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R	SPED & ELL	60	60	Star Reading Assessments 4 times per year. SPED teachers monitor reading goals	#1, #2, #3
		M	SPED & ELL	60	60	ALEKS hours used as intervention. Instructional Tasks in data team process. Interims 3 times per week.	#1, #2, #3
		W	SPED & ELL	60	60	Teacher created writing assessments aligned to SGOs 5 times per year. SPED teachers monitor reading goals	#1, #2, #3

Action Planning Form for 2012-13 and 2013-14

Major Improvement Strategy #1: Implement Data Team Processes and Progress Monitoring systems to assess and implement strategies to improve writing, reading and math

Root Cause(s) Addressed:

- Teachers have defined academic learning goals but lack higher order thinking or assessments to ensure students that are proficient are maintaining proficiency level.
- Continued support needed for during data teams and time to review student work.
- Student groups have not been identified and targeted for instruction to close Gap sizes

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

- School Plan under State Accountability   
  Title IA School Improvement/Corrective Action Plan   
  Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements   
  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)
Departments will set common school-wide student growth objectives based on their designated content area	Yearly	All teachers	General Fund	Common SGOs developed; Progress towards meeting student growth objectives	On-going
Data Teams will meet bi-weekly to review and monitor student mastery of Essential Learning Goals in Math, Write to Read writing samples in Social Studies, Science and Electives, and Writing Prompts in Language Arts	Bi-monthly	School Leadership Team	General Fund	ELG tracker, system to administer writing samples, common rubrics, calibrated scoring protocols	On-going
Data Teams will focus on these five Writing to Read elements: <ul style="list-style-type: none"> <li>• Notes</li> <li>• Gist (CSR)</li> <li>• Summary</li> <li>• RACED</li> <li>• Essay</li> </ul> Common language, common expectations, and common instructional	Yearly	All Teachers	General Fund	Common graphic organizers, templates, rubrics, and instructional implementation	On-going

implementation and assessment will be implemented school-wide to address these five elements.					
Data Teams will utilize a Google doc student tracker to document and monitor the progress of targeted disaggregated groups of students (ELL, SPED, high PP)	Bi-monthly	Facilitators, Admin team, Data Team Leaders	General Fund	Updated data in Google docs for math ELGs, Write to Read and Writing Prompts	On-going
Teachers will utilize a protocol to analyze student work to identify what students are not mastering. Next instructional steps will be identified based on this analysis.	Yearly	Data team leaders	General Fund	Students that need additional support will have targeted interventions.	On-going
Teachers will collaboratively identify common instructional strategies to address students' needs.	Yearly	Date team leaders	General Fund	Data Team log of identified common strategies, Google docs tracker of student mastery; walkthrough protocols to assess implementation of strategies	On-going
Teachers will offer extended day intense interventions for students not mastering data team goals.	Yearly	Data team leaders	ELO Grant	Student Growth documented on Google docs tracker	Completed

\* 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:** Develop Common Expectations, Implement Common Strategies and Monitor Student Progress in Reading Classes.  
**Root Cause(s) Addresses**

- Students on IEPs do not get explicit instruction based on their reading needs. Teachers are not differentiating the curriculum sufficiently to meet student needs.
- Progress monitoring has not been used to modify interventions.
- Teachers have not had sufficient professional development to support struggling readers through differentiation or small group instruction. There is not sufficient academic support for ELLs and special education students in all content areas.

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

- School Plan under State Accountability   
  Title IA School Improvement/Corrective Action Plan   
  Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements   
  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)
The Reading Department will establish common expectations, common language, and common strategies to be implemented school-wide	September 2012	Reading Dept. Humanities Facilitator Asst. Principal	General Fund	Document that outlines common expectations	Completed
Reading teachers will implement Accelerated Reader and Read Live to create a rotation that supports blended learning and will provide opportunities for small group instruction and personalized learning.	September 2012- May 2013	Reading Department Department Leaders Jen Ray Jennifer Kent	Carmel Hill Fund / School Improvement Grant	Review and Analyze monthly reports to determine level of reading for students.	Completed
Reading Teachers will monitor and track student progress in reading utilizing the following assessments: AR Star Testing 3 times a year, Read Live, teacher made ELG Common Assessments and performance on District Interim Assessments.	September 2012 - May 2013	Reading Department Humanities Facilitator Asst. Principal	Carmel Hill Fund	Google docs Reading Tracker. Formal AR reports, Read Live monitoring, ELG Trackers.	On-going
Professional development will be provided to reading teachers focused on: blended learning options and structures, Reading ELGs (selected from Common Core), Read Live program implementation and data tracking, Accelerated Reader implementation, common RACED	September 2012 – May 2013	All Reading Teachers Leadership Team	General Fund	Participation in PD, evidence of instructional strategies evident in classroom walkthroughs.	On-going



instructional plan and scoring guide, and opportunities to address the reading needs of our advanced learners through the use of online options (aligned to Common Core).					
Reading Teachers will be provided observation feedback and coaching focused on identified common strategies	September 2012 – May 2013	Humanities Facilitator	i3/CSR Grant	LEAP scores on school-wide focus improving.	On-going
Implement CSR strategies in all content areas on a weekly basis.	September 2012 – May 2013	CSR LA Coach / CSR SS/SC Coach	i3/CSR Grant	CSR implementation 20-25 times throughout the year.	

**Major Improvement Strategy #3** All teachers will increase the frequency of academic writing and teach writing practices to develop thinking in all content areas.

**Root Cause(s) Addressed:**

- Grant does not have a school wide common plan for increasing academic language.
- Teachers have not had sufficient professional development to support struggling writers to reach independence in all content areas.
- Teachers have not clearly defined rigorous academic writing goals requiring higher order thinking or assessments to ensure students are on track with their learning. Because of this we are not intervening when students fall behind.

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

- School Plan under State Accountability   
  Title IA School Improvement/Corrective Action Plan   
  Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements   
  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)
School-wide writing focus will be implemented in all classrooms which include RACED, Writing to Read and writing across the curriculum	September 2012	Leadership Team	Title I Fund	Agendas with clear measurable objectives and classroom observations. Each teacher will write student growth objectives.	On-going
Use of common writing rubrics and facilitated collaborative calibrated scoring of writing will be implemented school-wide	September 2012- May 2013	All Staff, Humanities Facilitator	General Fund	Common writing rubrics identified and utilized, protocols to calibrate and score writing implemented	On-going
Identify a representative sampling cohort of students to monitor progress; utilize cohort data in staff development	September 2012- May 2013			The quality of student work will increase as the year progresses. Teachers will articulate a clear understanding of what "Proficient" looks like as demonstrated by calibrated scoring.	Completed

Provide year-long professional development to all teachers on writing instruction for ELLs by focusing school wide PD around Content Language Objectives and other student needs identified by Data Team Leaders.	September 2012-May 2013	All Teachers Leadership Team Humanities Facilitator		The quality of student work will increase as the year progresses. Teachers will have a clear understanding of what "Proficient" looks like.	On going
Teachers will revise Write to Read Rubric and Language Arts Rubric to incorporate Common Core Standards	August 2012	Leadership Team	General Fund	Completion of Rubric	
Implement in LA classes common rubrics for all styles of writing and implement writer's workshop.	August 2012	Humanities Facilitator	General Fund		

**Section V: Appendices**

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I School wide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)

**Major Improvement Strategy #4:** Improve overall parent involvement and communication in SE and SW area.

**Root Cause(s) Addressed by the Major Improvement Strategy:**

- Grant does not have a parent group or PTA that helps support parent involvement.
- The school does not have a regular form of communication to both Spanish and English speaking parents.
- Website is outdate and does not include up to date information.
- Lack of opportunities for parents to be involved with and participate.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
School will work with parents interested in developing a parent group for both SE and SW areas to promote the school	August	Principal	Parent Grant – Title 1	Scheduled meetings and agendas - Ongoing
A newsletter that will be translated in both English and Spanish will be mailed to family members.	August-May	Community Liaison	Parent Grant – Title 1	Outcomes of parent letters and feedback from parents.
Update the website with real-time information	August – May	Business Manager/Admin	General Fund	Review updated website and check number of visits to the website.
Create parent workshops to support parents in preparing their children for middle school. Work with CSR and DPS Community Liaison	October 2012 – July 2013	Parent Group Member	DPS Community Liaison Ameri-Corp Volunteers and Padres Unidos/CSR	Agendas and number of parents attending the parent workshops.

**Title I Accountability Provision #1: Engage parents as academic partners**

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Parents read and sign the “Parent/School Compact” for Grant Beacon Middle School as part of the registration process.	August, 2012 and ongoing for new students	Clerical and Administration	Local funds for printing	All registered students have a compact on file with the school as well as a copy for the family.
Back to School Night held by mid September to inform parents of school and classroom expectations as well as to meet the school personnel.	September 2012, 2013	All staff	Local funds for printing and Advertising costs	Back to School Night was held on September 2, 2012
Progress reports will be sent home with students every four to six weeks to inform them of their child’s progress.	2011-12, 2012-13 School year	All staff	Local funds for printing	Quarterly progress reports will be sent home to parents.
Provide access to and train parents to use the Parent Portal (our internet data system) to check on student attendance and academic progress.	2011-12, 2012-13 School year	All staff	DPS Community Liaison Ameri-Corp Volunteers	Parents were given access information during registration. Reminders are sent home to parents in our newsletter and on the phone dialer that the Parent Portal is available for their use to track their student’s progress.
Establish a Parent Group/ Bilingual Parent Accountability Committee(BPAC) to increase involvement of our minority parents. Monthly meetings will be held.	2011-12, 2012-13 School year	Counselor, Social Worker, ELA Paras and Administration	Title I funds - CSR Funds	BPAC is held the 1 <sup>st</sup> Tuesday of each month.
Quarterly newsletters will be sent home and posted on the school website to inform families of important school activities and information.	2011-12, 2012-13 School year	All staff, PTO, clerical staff	Title 1 funds for printing	Newsletters are sent home at the beginning of each month.

Have all important school information available to parents in both English and Spanish	2011-12, 2012-13 School year	District translation office, clerical staff	None	Information will be sent to the District for translation as needed throughout the school year.
Hold and market parent teacher conferences, Open House and Science Fair Nights throughout school year to inform parents of student progress.	October and February ongoing	All staff	DPS Community Liaison Ameri-Corp Volunteers	Conferences with parents regarding student progress.

**Title I Accountability Provision #2** : Grant Beacon MS will ensure that all students are taught by highly qualified teachers.

- School Plan under State Accountability 
  Title IA School Improvement/Corrective Action Plan 
  Application for a Tiered Intervention Grant 
  Title I school wide or targeted assistance plan requirements 
  School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
The school and District will monitor the certification of all teachers to ensure that all are highly qualified.	Ongoing as necessary	District, Administration, Personnel Committee	None	100% of the teaching staff are highly qualified for their content area(s).
The administrative staff and Personnel Committee will work with the District to attract and maintain high-quality and highly qualified teachers.	Ongoing	Principal, District Administration, Personnel Committee	None	All vacant positions will be filled in a timely manner with highly qualified teachers.
Two staff members will attend the Teacher Leadership Academy and receive training in mentoring new teachers.	Spring 2010 and ongoing as sessions are offered by the District	Administration, District TLA staff, two teacher leaders	District TLA funds	Two teachers attended the training in June.
Science and math teacher will use CSR strategies to support students in reading and writing.	August 2011 – May 2013	I3 Coach Parent Liaison	I3 Grants	School received grant to support ELL students.

**Title I Accountability Provision #3:** Grant Beacon MS will notify parents of its school performance rating and options they have to attend higher performing schools. Grant Beacon MS will additionally provide supplemental educational services (SES) to support academic achievement.

**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 IA School Improvement/Corrective Action Plan  
  Application for a Tiered Intervention Grant  
  Title I school wide or targeted assistance plan requirements  
  School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Provide all students after school tutoring in reading and writing per our Beacon Contract	November 2012 – May 2013	Administration School Leadership Team	Local Funds Grants	Per the Beacon contract students not meeting learning goals receive additional support
Partner with SES (Currently Club-Z and Learn It) to provide additional tutoring in school	November 2012 – May 2013	Administration School Leadership Tem	SES Funds	Send fliers and mailing through Title 1 Office



**Section V: Optional Addendum**

**For Schools Operating a Title I School wide Program**

Schools that participate in Title I may choose to use this format to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, some schools may meet some of the requirements in earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 12)	
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 12) and Section IV. Action Plan (p. 16)	<i>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.</i>
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. 16)	<i>Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.</i>
Title I students are only taught by highly qualified teachers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 16)	

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 is the high quality professional development based on student and staff needs?		Section IV: Action Plan (p. 16) and Section III: Data Narrative (p. 12)	
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input 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. )	
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and includes the participation of parents?		Section IV: Action Plan (p. 23)	
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 8), Resource Column	<i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i>

**Section V: Appendices**

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

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