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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3605 School Name: GRANT RANCH K-8 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	
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 50th percentile by using 1-year or 3-years of data	R	72.05%	71.35%	-	68.75%	71.78%	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	51.53%	-	69.77%	61.17%	-	
		W	54.84%	58.34%	-	55.13%	59.43%	-	
		S	45.36%	48.72%	-	40.55%	41.05%	-	
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	37	33	-	57	59	-	
		M	54	65	-	53	56	-	
		W	43	52	-	53	57	-	
		ELP	40	58	-	74	61	-	

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	**Median Student Growth Percentile** **Description:** Growth for reading, writing and math by disaggregated groups. **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.	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.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	**Graduation Rate** **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Post Secondary Readiness: -
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	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.	-	
	Dropout Rate **Expectation:** At or below State average overall.	-	-	-	
	Mean ACT Composite Score **Expectation:** At or above State average	-	-	-	

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/uip/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.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
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 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)		
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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.
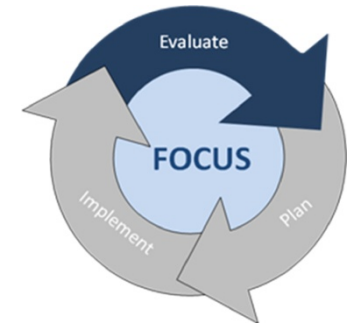
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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** By the end of the 2010-2011 school years, 71% of the elementary level and 81% middle level students will score at proficiency or above overall.	Actual was **67%** Did Not Meet Actual was 73% Did Not Meet	ES Reading had insufficient monitoring of individual student progress. MS Reading has no systematic way of providing Reading Interventions.
	WRITING By the end of 2010-2011 school years, 55% of the elementary level and 65% of the middle level students will score at proficiency or above overall.	Actual was **57%** Met Actual was **61%** Did Not Meet	MS Writing- we did not consistently provide individual support for our lowest writers. Although we only missed it by 4%, we needed to consistently monitor students in Reading to determine which students are behind and to make a plan and provide appropriate remediation.
Academic Growth	**READING** By the end of 2010-2011, the Median Growth Percentile in Reading for Elementary and Middle will be 65%.	Actual was **61%** Did Not Meet	We do not target below level students for small

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.
	WRITING By the end of 2010-2011, the Median Growth Percentile in Writing for Elementary and Middle will be 68%.	Actual was 57% Did Not Meet	groups specific writing instruction.
Academic Growth Gaps	**READING** By the end of the 2010-2011 school years, 71% of the elementary level and 81% middle level students will score at proficiency or above overall.	Actual was 67% Did Not Meet Actual was 73% Did Not Meet	We should have monitored more closely, individual student progress. MS Reading has no systematic way of providing Reading Interventions.
	WRITING By the end of 2010-2011 school years, 55% of the elementary level and 65% of the middle level students will score at proficiency or above overall.	Actual was **57%** Met Actual was **61%** Did Not Meet	MS Writing- insufficient individual support for our Cusp kids and lower performing students.
Post Secondary Readiness	**READING** By the end of 2010-2011, the Median Growth Percentile in Reading for Elementary and Middle will be 65%.	Actual was 61% Did Not Meet	MS Reading has no systematic way of providing Reading Intervention

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 are 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)	From 2010-2012 all non-exited ELL students writing scores have increased from 25%-28%-39% but are still below the state expectation of 54%. From 2008-2012, the number of exited ELL students have seen an increase in P or A in Writing CSAP/TCAP from 47%, 68%, 72%, 71%, 78% and trending above the state expectation of 54%. From 2008-2012, the number of exited ELL students scoring P or A in Reading CSAP/TCAP increased from 49%,77%,91%,84%,91% and trending above state expectations of 72%. Between 2010-2012, continuously enrolled students scoring P or A in Writing CSAP/TCAP increased and stabilized from 53-61%-61%. <table><tr><td></td><td>2010</td><td>2011</td><td>2012</td></tr><tr><td>Writing</td><td>53 %</td><td>61 %</td><td>61 %</td></tr></table>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	From 2010-2012, continuously enrolled students scoring P or A in Reading CSAP/TCAP increased from 66%,71%,72%, trending towards the state expectation of 72%.		
	From 2010-2012, SPED students scoring P or A in CSAP/TCAP Writing has decreased from 13%-12%-10%, significantly below the state expectation of 54%. (2010 score of 50% should read 13%-district has been notified) From 2010-2012, students scoring at a level 5 on CELA has seen an increasing trend from 9, 10, 15. From 2010-2012, 3rd grade students scoring P or A in Reading CSAP/TCAP increased from 58, 74, 76% trending above state expectations of 72% in the last two years. From 2008-2012, school wide performance in Reading has been stable from 71, 64, 71, 70, 69%, staying just below state expectations of 72%.		

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

TCAP Reading chart:

	2008	2009	2010	2011	2012
Reading	71%	64%	71%	70%	69%

Between 2010-2012, the gap between females and males in CSAP/TCAP Writing has been at 20% points or above, with girls exceeding state expectations of 54% while boys have not.

2010	2011	2012
G-65%	G-68%	G-66%
B-42%	B-48%	B-47%

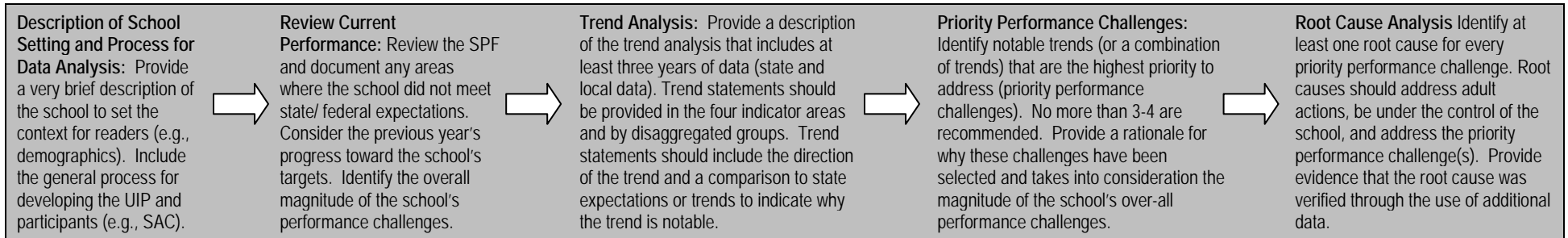| Performance Indicators	Description of Notable Trends	Priority Performance Challenges	Root Causes
Academic Growth	Math MGP for all tested grades has declined from 2008-2012 from 69, 65,59,58,47.5 trending below the State expectation of 55. From 2009-2012, 6th Grade Math MGP on CSAP, TCAP has declined from 67, 60, 60, 45.5. falling below state expectation of 55	Math MGP for all tested grades has declined from 2008-2012 from 69, 65, 59, 58, to 47.5, trending below the state expectation of 55.	Teachers lack the skills necessary to effectively plan and implement differentiated small group instruction using classroom generated data.
	For the last 3 years, the percentile gap difference between ELL and non-ELL in Writing TCAP, CSAP has been 10 percentile points with ELL's MGP being higher. Writing MGP for all tested grades has declined from 2008-2012 from 62, 56, 62, 57, trending	Writing MGP for all tested grades has declined from 2008-2012 from 62, 56, 62, 57, 48, trending below the state expectation of 55.	More emphasis is needed on the writing data analysis and instruction of our students across the performance bands.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	below the State expectation of 55.trending below the State expectation of 55.		
Academic Growth Gaps	The ELL MGP in Reading has shown an increasing trend from 2008 to 2012 from 59, 49, 70, 71, 59, generally remaining above the state expectation of 55 and district expectation of 50. The MGP of all ELL students taking CELA from 2010-2012 has been above the district expectation of 55 with a MGP of 73, 61.5 and 75. Between 2010-2012, the gap between females and males in CSAP/TCAP Writing has been at 20% points or above, with girls exceeding state expectations of 54% while boys have not. 2010 2011 2012 G-65% G-68% G-66% B-42% B-48% B-47%		
	From 2010-2012 all ELL students writing scores have increased from 25%-28%-39% but are still below the state expectation of 54%. From 2010-2012, students scoring at a level 5 on CELA has seen an increasing trend from 9, 10, 15.		
Post Secondary &			

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

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.	Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.

Narrative:

Description of School Setting and Process for Data Analysis:

Data Narrative for School

Grant Ranch is a neighborhood school located in the far southwest corner of Denver, Colorado. Its location is unique in that the boundaries between the Denver and Jefferson county school districts vary within the city blocks of surrounding houses. Grant Ranch is an ECE-8 school with an enrollment of approximately 822 students (53 ECE, 469 K-5 and 298 6-8). It serves a diverse student body of whom 52.3 % are Free and Reduced Lunch, 51.6% are Minorities, 15.5% are English Language Learners. The languages of Spanish, Vietnamese, Chinese, Farsi and Amharic are represented at Grant Ranch School. Sixteen per cent of the Grant Ranch students have been identified as Challenge, Gifted and Talented or Highly Gifted, while 10.0% of the student population receive special Services. The students at Grant Ranch School come from middle income working class families. Fourty % of the student population is now being bussed in to Grant Ranch.

The demographics of Grant Ranch School indicate the percentage of students that qualify for free and/or reduced lunch is steadily increasing from 20% in 2004-2005 to 52.3% in 2012-2013. Causal factors for this increase include mobility within the school district, students taking adavantage of NCLB and "choicing in" and movement from the surrounding school districts. The student population continues to grow with increasing ECE-Kindergarten and upper grade enrollment.

Grant Ranch ECE-8 school is dedicated to the vision that each of our 822 students will grow and thrive in an environment that is supportive and academically challenging. Elementary Reading predicted 71% and only came up with 67%. We should have monitored more closely, individual student progress.

MS Reading has no systematic way of providing Reading interventions. MS Writing- we did not consistently provide individual support for our lowest riders. Although we only missed it by 4%, we needed to consistently monitor students in Reading to determine which students are behind and to make a plan and provide appropriate remediation. We do not target below level students for small groups specific writing instruction. This will CHANGE! We should have monitored more closely, individual student progress.

MS Reading has no systematic way of providing Reading interventions. MS Writing- we did not consistently provide individual support for our lowest writers. MS Reading has no systematic way of providing Reading intervention.

As the staff and the School Leadership/Data Team worked together to examine the trends in the data, we identified seven Performance challenges and later prioritized those seven down to two performance challenges that are preventing us from bringing our vision to fruition. The process for determining our Performance Challenges follows.

On August 21, the staff reviewed the TCAP data and celebrated the growth of our ELL and our elementary Free and Reduced Lunch students.

On August 28-29 the staff examined the school wide data through the lens of our School Performance Framework (SPF). With the support of our School Leadership/Data Team (SLT), Data Assessment Coordinator and Instructional Superintendent, we developed an understanding of Median Growth Percentile (MGP) and the differences between status and growth data as used on the SPF. Working in small groups, the staff developed Performance Challenges that were indicative of the data.

In early September, the SLT met three times to analyze data. With the support of the Data Assessment Coordinator, Principal, and Assistant Principal, we used Marzano's rubric to prioritize the Performance Challenges. The data used during this review was TCAP, SPF, and analysis of Continuous Enrolled Students Growth data. At the end of this review, the SLT selected the two top Performance Challenges. The first challenge is related to the downward trend of math scores from 2008-2012. The scores have trended downward from 69% of students at Proficient or Above to 47.5%, falling below the state standard of 55%. The second performance challenge is in the area of writing. The writing TCAP scores also have trended downward from 2008-2012 from 62% to 48%, falling below the state expectation of 55%. On October 8, the principal explained our performance challenges to the Collaborative School Committee (CSC) and gathered input.

During the last week in September and early October, the SLT met to determine the root causes for the Performance Challenges. The root cause analysis was guided by the 'Five Why' protocol. Using the data, knowledge of the staff, and school practices, the group determined the root cause for the writing decline was *the lack of analysis of writing data across the performance bands*. The root cause for the decline in math was due to the lack of a consistent plan for using assessment data to organized differentiated instructional groups. In mid-October SLT completed the action steps for each priority performance challenges. On October 12, the administration team wrote the data narrative.

In April the Leadership Team reviewed the implementation of the UIP for the 2012 school year. Changes to the Action Plan were made to reflect the district's implementation of the CCSS and the training our Teacher Leaders received. In addition, Major Improvement Strategy #4 was added. This Improvement Strategy provides Action Steps that guide the end of the 2012 reflection and planning for the 2013-14 school year including and a beginning of the school year launch of our priorities.

Review Current Performance:

Trend Analysis:
On August 21, the staff reviewed the TCAP data and celebrated the growth of our ELL and our elementary Free and Reduced Lunch students.
On August 28, Status-Leadership, Data Assessment partner and staff. Entire staff reflected on last year's targets.
On August 29, Growth-Instructional Superintendent, Data Assessment Coordinator, Principal, Leadership and District
On September 10, met with SLT, Data Assessment Coordinator looked at the trends to see what rose to the top. We aggregated the trends to Performance Challenges:
On September 17, met with SLT, Principal, AP and facilitator to write seven Performance Challenges
On September 19, met with SLT, Principal, Data Assessment coordinator and Facilitator to finalize the 7 Performance Challenges
On October 1, met with SLT and Assistant Principal to prioritize the 7 Performance Challenges (10-15 minutes max-narrow down to 2) and start possible explanations (root causes).
On October 2, met with SLT team, Facilitator and Assistant Principal to reach a consensus on the 5 WHY's of the top 2 Performance Challenges.
On October 10, met with SLT, Assistant Principal and facilitator to determine Improvement Strategies and Root Causes.
On October 11, met with Facilitator, Assistant Principal and SLT to write out Action Steps for Improvement Strategies and root Causes.

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On October 12, met with Assistant Principal and Facilitator to write the Narrative and Root Cause Analysis.

Priority Performance Challenges:

Root Cause Analysis
There is not a consistent plan for using assessment data to organize differentiated instructional groups.

Verification of Root Cause
- In a staff discussion of the root causes there was agreement that many teachers did not know how to organize or plan for the instructional groups they created based on the data.
- After reviewing the school-wide assessment schedule, it was evident that there was no time scheduled to plan for using data close to the scoring of the assessment.

The area of greatest need in mathematics instruction is using differentiated instruction to meet the needs of all of our students. This is evidenced by the fact that our continuously enrolled growth data indicates that in 7th and 8th grade half of the students who are not making adequate growth as evidenced by their MGP score Proficient or Advanced on TCAP.

Root Cause:
Lack of analysis of writing across the performance bands.

Verification of Root Cause
- As a staff the only student writing we have scored in teams are the Interim Assessment writing samples.
- We have not looked at student writing in the Proficient and Advanced performance bands with the focus of next steps for growth.

A *best practice* in writing is the collaborative scoring of student writing. At Grant Ranch we do not have a regular time allocated collaborative scoring. A second need expressed by the staff is opportunities to learn about the teaching of writing for both struggling and proficient writers.

Additional Steps for the writing action plan
 All of the writing steps that are still in progress from 2011-2012 UIP.

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.

January: STAR, Math, Reading Interims, etc. additional assessments

April: CELA, additional informal data

May: 3rd Grade TCAP, CoAlt, STAR, Interims, CBLA

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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.
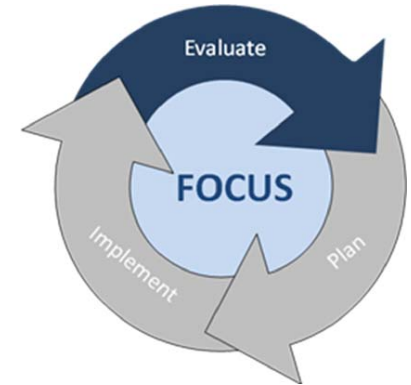
School Target Setting Form

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	P or A on CSAP, TCAP reading for 3rd-8th between 2008-2012 has been stable with 71%, 64%, 71%, 70% and 69%.	The target set by DPS leadership is at 80% for the 2012-2013 school year.	The target set by DPS leadership is at 83% for the 2013-2014 school year.	Interim measures for Reading assessment will include:STAR for Elementary.Interim Reading in Fall, Winter and Spring.TCAP Reading for grades 3-8 in Spring.SRI will be used for Middle School assessment.	Determine which skills are to be mastered under CCSS. Formulated time plan for grade level meetings Use data to regroup all kids into differentiated groups
		M	GRS overall status in Math is currently 54%.	The target set by DPS leadership is at 71% for the 2012-2013 school year.	The target set by DPS leadership is at 74% for the 2013-2014 school year.	Interim Assessment will be given in Fall, Winter and Spring of school year 2012-2013.TCAP 2013 Math data.	Analyze the data and work at differentiated instruction.
		W	The gap between boys and girls scoring P or A in CSAP, TCAP writing for the last 3 years has remained stable at around 20% performance gap with boys on the lower end.	The target set by DPS leadership is at 68% for the 2012-2013 school year.	The target set by DPS leadership is at 72% for the 2013-2014 school year.	Interim measures for Writing assessment will include: Interim Assessment will be given in Fall, Winter and Spring of school year 2012-2013. TCAP 2013 Writing data.	PD on writing strategies within the writer's workshop and analyzing data. Unpack the CCSS expectations for writing. Formulated time plan for grade level meetings Monthly vertical team meetings to analyze student writing
		S					

Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	From 2010-2012, ELL MGP in Reading has remained above the state expectations of 55 while the non-ELL MGP has declined. R=57.5, 56, 54. In CSAP/TCAP Reading, the non-ELL MGP has remained stable from 2008-2012. 56, 47, 57.5, 5654,remaining at the State expectation of 55.	By the end of 2012-2013, the Median Growth Percentile in Reading for Elementary and Middle will at the 61st percentile.	By the end of 2013-2014, the Median Growth Percentile in Reading for Elementary and Middle will at the 66th percentile.	Interim measures for Reading assessment will include: STAR for Elementary. Interim Reading in Fall, Winter and Spring. TCAP Reading for grades 3-8 in Spring.SRI will be used for Middle School assessment.	Determine which skills are to be mastered under CCSS. Formulated time plan for grade level meetings Use data to regroup all kids into differentiated groups
		M	Math MGP for all tested grades has declined from 2008-2012 from 69, 65, 59, 58, 47.5 in Math, trending below the State expectation of *55.*	By the end of 2012-2013, the Median Growth Percentile in Math for Elementary and Middle will be in the 50th percentile to meet District expectations.	By the end of 2013-2014, the Median Growth Percentile in Math for Elementary and Middle will be in the 50th percentile to meet State expectations.	Interim Assessment will be given in Fall, Winter and Spring of school year 2012-2013. TCAP 2013 Math data.	Determine which skills are to be mastered under CCSS. Formulated time plan for grade level meetings Use data to regroup all kids into differentiated groups
		W	Writing MGP for all tested grades has declined from 2008-2012 from 62, 56, 62, 57, 48 in Writing, trending below the State expectation of 55.	By the end of 2012-2013, the Median Growth Percentile in Math for Elementary and Middle will be in the 50th percentile to meet District expectations.	By the end of 2013-2014, the Median Growth Percentile in Math for Elementary and Middle will be in the 50th percentile to meet State expectations.	Interim measures for Writing assessment will include: Interim Assessment will be given in Fall, Winter and Spring of school year 2012-2013. TCAP 2013 Writing data.	PD on writing strategies within the writer's workshop and analyzing data. Unpack the CCSS expectations for writing. Formulated time plan for grade level meetings Monthly vertical team meetings to analyze student writing

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		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R	From 2010-2012, ELL MGP in Reading has remained at the state expectations of 55 while the non-ELL MGP has declined. R=57.5, 56, 54.	By the end of 2012-2013, the MGP in Reading for Elementary and Middle will be above the 60th percentile.		Interim measures for Reading assessment will include: STAR for Elementary. Interim Reading in Fall, Winter and Spring. TCAP Reading for grades 3-8 in Spring. SRI will be used for Middle School assessment.	Determine which skills are to be mastered under CCSS. Formulated time plan for grade level meetings Use data to regroup all kids into differentiated groups
		M					
		W	From 2010-2012, ELL MGP Writing has remained at the state expectations of 55 while the non-ELL *MGP has declined. W= 61, 53, 45.*	By the end of 2012-2013, the MGP in Writing for Elementary and Middle will be above state expectation of 55.		Interim measures for Writing assessment will include: Interim Assessment will be given in Fall, Winter and Spring of school year 2012-2013. TCAP 2013 Writing data.	PD on writing strategies within the writer's workshop and analyzing data. Unpack the CCSS expectations for writing. Formulated time plan for grade level meetings Monthly vertical team meetings to analyze student writing
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Grade level team meetings to monitor the planning for writing instruction based on CCSS writing models and expectations.

Root Cause(s) Addressed: Lack of analysis of writing data across the performance bands.

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

☑ School Plan under State Accountability   ☐ Title I School wide 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)
PD on writing strategies within the writer's workshop	2012-2013	Instructional Superintendent, Principal, A.P., Facilitator, Teacher Leaders (TLA's)	$966.60-- Units of Study in Opinion, Information and Narrative Writing: K-5 elemntary bundle with trade book packs Best Practices Look For's Pacing and Planning LEAP Framework DPS Literacy Overview Observations CCSS ELA document	PD: Revisiting Writer's Workshop PD: Using CCSS writing models and District created rubrics to improve writing	In progress
Unpack the CCSS expectations for writing	2012-2014	Administrative team, TLA	CCSS ELA document	K-8 trajectories for each of the anchor standards	Not begun
Regularly scheduled grade level meetings focused on writing.	2012-2014	Entire staff	Structured Schedule-GRS Mater schedule and District Calendar	Develop an agenda and record keeping system for the writing team	In progress

				meetings.	
Monthly vertical team meetings to analyze student writing	2012-2014	Entire staff	Structured Schedule-GRS Mater schedule and District Calendar, District writning rubrics	Monthly scoring of student writing Post students writing samples and scores	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: Develop a school wide protocol to access and analyze (interim) mathematical data to organize differentiated instruction.

Root Cause(s) Addressed: There is not consistent plan for using formative assessment data to organize differentiated instructional groups.

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

☑ School Plan under State Accountability ☐ Title I School wide 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)
Determine which skills are to be mastered under CCSS.	2012-2014	District, Chief Academic Officer, Instructional Superintendent, Administrative Team,	CCSS Handbook Fidelity to District Planning and Guidelines	PD: Green days Monthly PD supported by TLA streams of study Develop learning trajectories for math	In progress
Use data to regroup all students into differentiated groups during core instruction	2012-2014	Entire staff	$300—12copies of the *Differentiated Math Classroom* Formative and Summative test results. Exit slips	Regrouping of math students for differentiated instruction at the end of each math unit	In progress
Develop an building-wide strategy for providing extra instructional time for students struggling with the Math core.	20113-14	Math Teacher Leaders, Facilitator, Math	Scope and Sequence for the Math Core, Assessment tools Budget for planning and extra pay for teachers	Support plan Assessment Benchmarks Evaluating and adjusting the plan at regular at regular intervals	not begun

Major Improvement Strategy #3: Develop a process for analyzing school-wide data including TCAP and SPF to organize and differentiate instruction

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

☑ School Plan under State Accountability ☐ Title I School wide 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)
Develop a plan and create tools for analyzing school wide data with SLT	2012-2014	Administrative Team SLT	TCAP, Interims, STAR, SRI, DRA's	Continue to work on a school-wide data monitoring plan. SLT develops a plan for sharing school-wide data with grade level teams.	In progress
Use of school wide data for first data cycle's SMART Goal	2012	Entire staff	TCAP, DRA's, Interims, STAR	SMART goals for grade level data teams reflect school-wide needs.	In progress

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Major Improvement Strategy #4: Develop a plan for end of year reflection and transition to the 2013-14 school year.

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

☑ School Plan under State Accountability ☐ Title I School wide 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 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)
Develop the tools and a schedule for end of year reflection on the work of the SLT, including their work as a school-wide data team, Teacher Leaders, and grade level teams.	2012-2013	Administrative Team SLT and Teacher leaders.	School developed tools.	Data from the reflections of these groups complied and ready to use for planning.	In progress
Develop and implement a plan for work that needs to be accomplished in Summer, 2013.	Summer, 2013	Administrative Team SLT and Teacher leaders.	$500—for teacher stipends Extra duty pay, planning resources, meeting space	A plan is created and coordinated with the SLT and TL.	In progress
Organize summer meetings to plan for the beginning of the year curriculum launch.	Summer, 2013	Administrative Team SLT and Teacher leaders.	Materials from the district summer institute, extra duty pay, additional planning resources, and meeting space.	A completed plan for the Beginning of the Year launch. Materials for the launch created and orgnized.	

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)