

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3641 School Name: GREEN VALLEY ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

### Section I: Summary Information about the School

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

### Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations				2011-12 School Results			Meets Expectations?
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura <b>Description:</b> % P+A in reading, writing, math and science <b>Expectation:</b> %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: <b>Approaching</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			71.65%	-	-	55.7%	-	-	
		M	70.89%	-	-	60.5%	-	-	
		W	53.52%	-	-	40.08%	-	-	
		S	47.53%	-	-	25.35%	-	-	
Academic Growth	Median Student Growth Percentile <b>Description:</b> Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency <b>Expectation:</b> If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.	R	Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: <b>Exceeds</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		52	-	-	66	-	-		
		M	72	-	-	83	-	-	
		W	62	-	-	65	-	-	
		ELP	43	-	-	53	-	-	

### 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>	<b>Median Student Growth Percentile</b> <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <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.	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.	<b>Overall Rating for Growth Gaps:</b> <b>Exceeds</b> * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
<b>Post Secondary/ Workforce Readiness</b>	<b>Graduation Rate</b> <b>Expectation:</b> 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	-	<b>Overall Rating for Post Secondary Readiness:</b> -
	<b>Disaggregated Graduation Rate</b> <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.	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.	-	
	<b>Dropout Rate</b> <b>Expectation:</b> At or below State average overall.	-	-	-	
	<b>Mean ACT Composite Score</b> <b>Expectation:</b> At or above State average	-	-	-	

### Accountability Status and Requirements for Improvement Plan

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

## Section II: Improvement Plan Information

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

### Additional Information about the School

#### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

### Improvement Plan Information

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

- ☒ State Accountability    ☐ Title IA (Targeted Assistance or School-wide)    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)  
☐ Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant    ☐ Other: \_\_\_\_\_

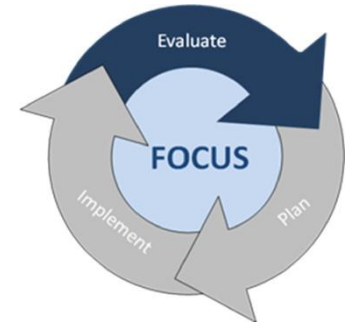
#### School Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Keith Mills, Principal
	Email	<a href="mailto:keith_mills@dpsk12.org">keith_mills@dpsk12.org</a>
	Phone	720-424-6710
	Mailing Address	4100 Jericho Street, Denver, CO, 80249
2	Name and Title	Amy Gile, Assistant Principal
	Email	<a href="mailto:amy_gile@dpsk12.org">amy_gile@dpsk12.org</a>
	Phone	720-424-6797
	Mailing Address	4100 Jericho Street, Denver, CO, 80249
3	Name and Title	Trina McManus, Assistant Principal

	Email	trina_mcmanus@dpsk12.org
	Phone	720-424-6727
	Mailing Address	4100 Jericho Street, Denver, CO, 80249

### 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)	50% of 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade students will be at or above Proficient by May, 2012 on the Mathematics CSAP	Goal was met. 66% of 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade students scored at or above Proficient on the May, 2012 on the Mathematics TCAP.	Our goals were met and exceeded due to our efforts in several areas. <ul style="list-style-type: none"> <li>• Implementation of a rigorous, research-based curriculum – Math in Focus.</li> <li>• Fourth Grade, Blueprint intensive math tutorial program.</li> <li>• Ongoing professional development to support teachers with implementation.</li> <li>• Rigorous team planning and data team process implemented school-wide.</li> </ul>
Academic Growth	By the end of the 2011-2012 school year, we will have a Median Growth Percentile of 60.	Goal was met. The 2012 TCAP Median Growth Percentile in Mathematics was 83.	
Academic Growth Gaps	As of May, 2011, 24.43% of our African American students were Proficient or Advanced on CSAP. By May, 2012, we will increase this number from 24.43% to 40% as being Proficient or Advanced on	Goal was met. In May 2012, 44% of our African American students scored being Proficient or Advanced on CSAP.	

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.
	CSAP.		
Post Secondary Readiness			

## Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
Academic Achievement (Status)	<p>In the past 3 years we moved from 25% to 29% to 40% proficient or advanced in writing.</p> <p>In the past 3 years we moved from 22% to 33% to 52% for students continuously enrolled at GVE.</p> <p style="text-align: center;">Writing Grades 3-5 % At or Above Proficient</p> <table border="1"> <caption>Writing Grades 3-5 % At or Above Proficient Data</caption> <thead> <tr> <th>Year</th> <th>03</th> <th>04</th> <th>05</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>25%</td> <td>20%</td> <td>35%</td> </tr> <tr> <td>2009</td> <td>15%</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>2010</td> <td>25%</td> <td>20%</td> <td>30%</td> </tr> <tr> <td>2011</td> <td>20%</td> <td>35%</td> <td>25%</td> </tr> <tr> <td>2012</td> <td>40%</td> <td>30%</td> <td>55%</td> </tr> </tbody> </table>	Year	03	04	05	2008	25%	20%	35%	2009	15%	25%	25%	2010	25%	20%	30%	2011	20%	35%	25%	2012	40%	30%	55%	<p>We have consistently low status percentiles. Despite our positive upward trend over the past year, more growth is needed to reach the state required level of proficiency and our school expectation.</p>	<p>A continued need to overcome a historical lack of effective instruction and negative school culture of low expectations that existed prior to the 2011-12 turnaround of GVE and still effects our upgrades students' academic performance.</p> <p>During the 2011-12 school year, teachers adopted an attitude of doing whatever it took to get the job done to provide the best learning environment for all students, high expectations for students, and attempted to implement effective instruction in the area of writing.</p> <p>However, after a careful analysis of the writing module found in the Imagine It core curriculum, it was determined that it did not provide our staff with the comprehensive, well-designed curriculum needed for student and teacher success.</p>
Year	03	04	05																								
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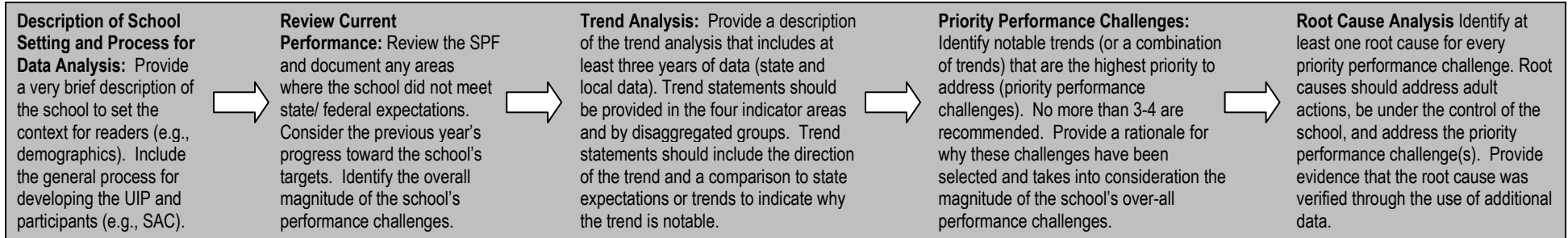
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes										
Academic Growth	<p>In the past 3 years we had 30% increase in proficiency for students continuously enrolled at GVE; earning 4 out of 4 points on the Denver Public Schools SPF report.</p> <p>According to our Denver Public Schools SPF we earned 6 out of 6 possible points in the area of writing. In growth percentiles compared to similar schools we earned 6 out of 6 possible points. In catch up growth 4 out of 4 possible points. In keep up growth 4 out of 4 possible points.</p> <p>School Median Growth Percentile 2010 – 53; 2011 – 58; <b>2012 - 65</b></p> <table><tr><th>Changes from '12-'13</th><th>Writing</th></tr><tr><td>3<sup>rd</sup></td><td>+18% (21-39)</td></tr><tr><td>4<sup>th</sup></td><td>-6% (37-31)</td></tr><tr><td>5<sup>th</sup></td><td>+22% (32-54)</td></tr><tr><td>OVERALL</td><td>+11% (29-40)</td></tr></table>	Changes from '12-'13	Writing	3 <sup>rd</sup>	+18% (21-39)	4 <sup>th</sup>	-6% (37-31)	5 <sup>th</sup>	+22% (32-54)	OVERALL	+11% (29-40)	<p>Drop in scores observed at the 4<sup>th</sup> grade (this year's 5<sup>th</sup> graders).</p> <p>Currently we are scoring just slightly above (65) the state MGP of 62. This close margin presents the potential of falling below minimum state expectation.</p>	<p>A continued need to overcome a historical lack of effective instruction and negative school culture of low expectations that existed prior to the 2011-12 turnaround of GVE and still effects our upgrades students' academic performance.</p> <p>During the 2011-12 school year, teachers adopted an attitude of doing whatever it took to get the job done to provide the best learning environment for all students, high expectations for students, and attempted to implement effective instruction in the area of writing.</p> <p>However, after a careful analysis of the writing module found in the Imagine It core curriculum, it was determined that it did not provide our staff with the comprehensive, well-designed curriculum needed for student and teacher success.</p> <p>In addition, specifically at the 4<sup>th</sup> grade level, the math tutorial schedule for the first semester of the 2011-12 school year, significantly disrupted the daily writer's workshop, limiting students access to consistent instruction.</p>
	Changes from '12-'13	Writing											
	3 <sup>rd</sup>	+18% (21-39)											
4 <sup>th</sup>	-6% (37-31)												
5 <sup>th</sup>	+22% (32-54)												
OVERALL	+11% (29-40)												
Academic Growth Gaps	<p><b>Writing</b></p> <p>African American</p> <p>3<sup>rd</sup> - 2011- 11% , 2012 – 36% – Change of 25 %</p> <p>4<sup>th</sup> – 2011- 24%, 2012 16% - Change of -8%</p> <p>5<sup>th</sup> – 2011 – 25%, 2012- 25% – No Change</p>	<p>For our African American students in grades 4 our gap continues to grow. In 3<sup>rd</sup> Grade, gap showed some improvement, however the gap remains significant.</p>	<p>A continued need to overcome a historical lack of effective instruction and negative school culture of low expectations that existed prior to the 2011-12 turnaround of GVE and still effects our upgrades students' academic performance.</p> <p>During the 2011-12 school year, teachers adopted an attitude of doing whatever it took to get the job done to provide the best learning environment for all students, high expectations</p>										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Hispanic</p> <p>3<sup>rd</sup> - 2011- 24%; 2012 – 50%– Change of 26%</p> <p>4<sup>th</sup> –2011- 35%; 2012- 46% - Change of 11%</p> <p>5<sup>th</sup> –2011 – 25%, 2012 – 65% - Change of 40%</p> <p>English Language Learners</p> <p>3<sup>rd</sup> - 2010, 21%, 2011- 16%; 2012 – 33%– Change of 17%</p> <p>4<sup>th</sup> – 2010, 12%, 2011- 21%; 2012 – 26%– Change of 5%</p> <p>5<sup>th</sup> – 2010- 5%, 2011 – 20%, 2012 – 43% - Change of 23%</p> <p>Special Education</p> <p>3<sup>rd</sup> - 2010, 0%, 2011- 0%; 2012 – 15%– Change of 15%</p> <p>4<sup>th</sup> – 2010, 0%, 2011- 0%; 2012 – 0%– No Change</p> <p>5<sup>th</sup> – 2010- 0%, 2011 – 0%, 2012 – 0% - No Change</p>	<p>For our special education students in grades 4 and 5 our gap continues to grows. In 3<sup>rd</sup> Grade, gap showed some improvement, however the gap remains significant.</p>	<p>for students, and attempted to implement effective instruction in the area of writing.</p> <p>However, after a careful analysis of the writing module found in the Imagine It core curriculum, it was determined that it did not provide our staff with the comprehensive, well-designed curriculum needed for student and teacher success.</p> <p>In addition, specifically at the 4<sup>th</sup> grade level, the math tutorial schedule for the first semester of the 2011-12 school year significantly disrupted the daily writer's workshop, limiting students access to consistent instruction.</p>
Post Secondary & Workforce Readiness			

### Data Narrative for School

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

### Data Narrative for School



### **Trend Analysis and Priority Needs (including historical data)**

Green Valley Ranch Elementary School is one of the larger DPS Elementary schools in far northeast Denver. Green Valley School, constructed with funds from the District's Bond Project, was built to accommodate the rapid growth and development in the Green Valley area. We continue to maintain high enrollment. Our 75 staff members, 40 being certified teachers, we serve approximately 707 students, from ECE (Early Childhood Education) – through fifth grade. Enrollment has grown from projected 664 to 707 in the fall of 2012, a growth of 43 students. This is the second year of continuous growth in enrollment after 5 years of steady decline had led to a district imitated turnaround process. Of this total population, 77.9% are on Free or Reduced Lunch (FRL).

2012-2013 is our second year in as a turnaround school in the DSSN Network which originated in February of 2009. At that time, the Colorado Department of Education's School Support Team began an 'Improvement Process' for Green Valley School that encompassed a series of interviews, observations and gathering of documents and artifacts to determine areas of need. Due to the identified needs by CDE and the school district, the decision was made to designate GVE as a turnaround school for the 2011-12 school year, where administration and staff would be replaced. A new principal, Keith Mills, was named to lead the efforts. Under his leadership, an innovation school plan was designed for GVE. The plan focused on the following areas in order to improve student outcomes by removing the following barriers:

- Constraints on the use of time
- Limited flexibility to recruit, assign, develop and manage staff
- Limited Parent engagement
- Restricted decision making authority that limits responsive action to meet school needs
- A negative school culture where diversity is not respected

As an innovation school, GVE will:

- (1) Implement a curriculum and use instructional methods that meet the unique needs of students in the community;
- (2) Recruit and develop staff that fully embrace the school's vision and mission and who enhance a culture premised on high expectations, accountability and no excuses;
- (3) Organize the school calendar and schedule to ensure every student and staff member receives the support necessary to succeed;
- (4) Exercise autonomy to make site-based decisions in a more responsive manner that best serve the needs of staff and students.

GVE will become a premier school in Denver and will serve as a model of successful educational reform across the country by implementing the following systematic changes:

#### **Time**

At GVE we intend to make student achievement the constant and time the variable, especially in the areas of master schedule, daily schedule, and teacher work schedule. The current master schedule does not allow for enough instructional days given the academic gaps that need to be closed. GVE is requesting to begin school 6 days earlier to allow for additional time prior to CSAP testing. Also, an additional 60 minutes has been added to the daily schedule to allow students 30 minutes of additional time in Literacy and 30

minutes of additional time in Math.

These innovations around time will allow for students to be immersed in more instructional time as well as allow teachers to plan and reflect together to best meet the needs of all students.

### **Human Resources**

While efforts to improve education may focus on factors such as better facilities, smaller class size, enhanced social services, and increased parental involvement, these factors matter little without engaged, motivated personnel who are in command of their subjects and in control of their classrooms. GVE faculty and staff are our most precious resources and we believe that the innovations described in this policy provide the necessary conditions for maintaining a high-quality family of educators who are able to continually foster growth and student achievement.

### **Parent Engagement**

For students to succeed, parents must be involved in their education. GVE will implement multiple strategies that will ensure that parents are engaged and that every child has an opportunity to succeed. For example, parents will sign a Parent Compact, which school leadership will reinforce with families throughout the year. If teachers and students are held accountable for results, then parents must also uphold their commitments. It is through a higher engagement of the parent community in a more cohesive and consistent way, more families will choice-in to GVE.

### **School-Based Decision Making**

GVE intends to exercise maximum autonomy provided by Innovation Status to make responsive site-based decisions that are in the best interest of students and staff. In exchange for this enhanced responsibility, the school will hold itself accountable to delivering results.

### **School Culture**

In order to improve school culture, GVE will establish a clear Positive Behavior System (PBS) throughout the school. The outcome of this will be increased expectations of behavior in regards to daily rituals and routines. We will strive to establish a bully-free environment so that students feel respected and cared for. In addition, we will establish a weekly Advisement class, which will meet the first thirty minutes of every Monday morning. This class will focus on specific topics that are linked to measurable changes in student behavior and overall school culture.

It is imperative that we establish those community partners who will support this work, be willing to support the school's vision and once committed, and follow through with what they said they would do.

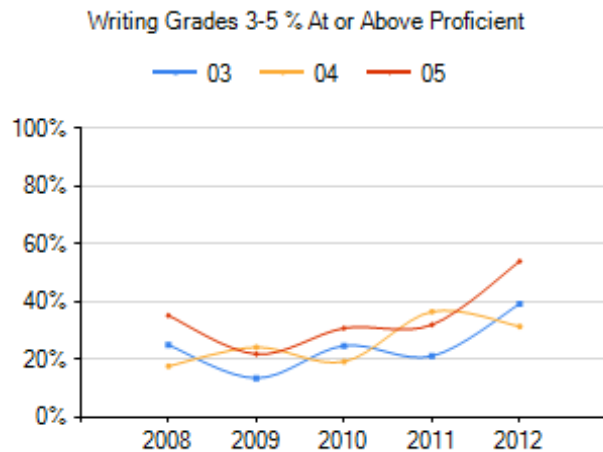
Specifics of our School Culture Plan include:

- Implement PBS strategies – students caught doing things right by any staff member anywhere throughout the building would be rewarded a “Valley Voucher”. At the end of each week, students could purchase prizes using their vouchers. PBS assemblies would be held monthly to recognize “star students” which would be nominated by their teachers.
- Implementation of a “Bully-Proof” policy, where students clearly understand that there is zero tolerance for “bullying”.
- Weekly “School Advisement” Focus – Peace 4 Kids is the curricula we will use. School Advisement would be held the first thirty minutes of the day on Monday mornings. Holding advisement on the first day of the week enables students to practice the “focus” throughout the week.
- Focus on culture, including diversity and inclusion – Training to promote a positive culture in the community will be provided to staff and families.
- “No Excuses” expectations for all stakeholders (staff, students and parents).
- High expectations... building/school community – Teachers need to have high expectations for all their students, believing all their students can succeed. GVE will have high expectations for parents, assuring that all students will read nightly, complete all homework, volunteer at the school on a regular basis, and work collaboratively with their child's

teacher in achieving positive behavioral and academic outcomes.

- Safe and orderly environment – Students will exhibit an understanding of the “do’s and don’ts” in meeting the expectations of building-wide rituals and routines.
- Frequent student, teacher, team celebrations and recognition for exemplary accomplishments
- Uniform policy will continue and be enforced at GVE

We considered three years of data related to academic performance trends. That data considered consists of CSAP results from 2009, 2010 and 2011. Our overall Writing results show the following percentage of students scoring proficient/advanced 25%, 29%, 40% respectively. In the past 3 years we moved from 22% to 33% to 52% for students continuously enrolled at GVE.



Grade Level	Advanced	Proficient	Partially Prof.	Unsatisfactory	No Score
3 <sup>rd</sup> Writing	1	32	47	5	0
4 <sup>th</sup> Writing	0	33	62	9	1
5 <sup>th</sup> Writing	1	39	31	3	0
<b>Total</b>	<b>2</b>	<b>104</b>	<b>140</b>	<b>17</b>	<b>1</b>

*We observed a large number of PP's, students who are close to scoring proficient. We observed a significant decrease in the number of unsats! There has been an 85% change in the number of students scoring Unsat in Writing from 2010 to 2012.*

*\*Third grade –22 students who score P in Reading, scored PP in Writing.*

*\*Fourth grade –16 students who score P in Reading, scored PP in Writing; 3 students who score PP in reading scored A in Writing*

*\*Fifth grade –9 students who score P in Reading, scored PP in Writing;*

### **Gap Analysis:**

#### **African American**

3<sup>rd</sup> - 2011- 11% , 2012 – 36% – Change of 25 %

4<sup>th</sup> – 2011- 24%, 2012 16% - Change of -8%

5<sup>th</sup> – 2011 – 25%, 2012- 25 – No Change

#### **Hispanic**

3<sup>rd</sup> - 2011- 24%; 2012 – 50%– Change of 26%

4<sup>th</sup> –2011- 35%; 2012- 46% - Change of 11%

5<sup>th</sup> –2011 – 25%, 2012 – 65% - Change of 40%

#### **English Language Learners**

3<sup>rd</sup> - 2010, 21%, 2011- 16%; 2012 – 33%– Change of 17%

4<sup>th</sup> – 2010, 12%, 2011- 21%; 2012 – 26%– Change of 5%

5<sup>th</sup> – 2010- 5%, 2011 – 20%, 2012 – 43% - Change of 23%

#### **Special Education**

3<sup>rd</sup> - 2010, 0%, 2011- 0%; 2012 – 15%– Change of 15%

4<sup>th</sup> – 2010, 0%, 2011- 0%; 2012 – 0%– No Change

5<sup>th</sup> – 2010- 0%, 2011 – 0%, 2012 – 0% - No Change

For our African American students in grades 4 our gap continues to grow. In 3<sup>rd</sup> Grade, gap showed some improvement, however the gap remains significant.

For our special education students in grades 4 and 5 our gap continues to grows. In 3<sup>rd</sup> Grade, gap showed some improvement, however the gap remains significant.

### **Root Cause: Low Writing Achievement and Growth**

A continued need to overcome a historical lack of effective instruction and negative school culture of low expectations that existed prior to the 2011-12 turnaround of GVE and still

effects our overall students' academic performance.

During the 2011-12 school year, teachers adopted an attitude of doing whatever it took to get the job done to provide the best learning environment for all students, high expectations for students, and attempted to implement effective instruction in the area of writing.

However, after a careful analysis of the writing module found in the Imagine It core curriculum, it was determined that it did not provide our staff with the comprehensive, well-designed curriculum needed for student and teacher success.

In addition, specifically at the 4<sup>th</sup> grade level, the math tutorial schedule for the first semester of the 2011-12 school year significantly disrupted the daily writer's workshop, limiting students access to consistent instruction.

In looking at the CELA data, it was also discovered that a lack of writing skills had a significant impact on our overall CELA results.



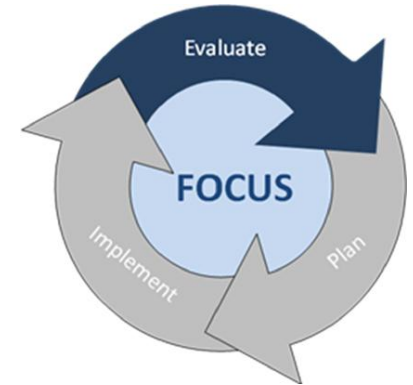
## Section IV: Action Plan(s)

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					
		M					
		W	We have consistently low status percentiles. Despite our positive upward trend over the past year, more growth is needed to reach the state required level of proficiency.	45% of 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade students will be at or above Proficient by May, 2013 on the Mathematics CSAP	50% of 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade students will be at or above Proficient by May, 2014 on the Mathematics CSAP	District and school interim assessments five times a year, August, October, December, February, and April.  Unit Assessment Protocol (every 3-4).	Increase the quality of planning and execution of instruction in writing to ensure consistent implementation of high expectations and effective (Writing Alive curriculum) instruction across grade levels  Employing a lead turnaround partner, Blueprint Schools, who uses research-based strategies and has a proven record of success working with schools under similar circumstances.  Parent Involvement
		S					
Academic Growth	Median Student Growth Percentile	R					
		M					
		W	Drop in scores	By the end of the 2012-	By the end of the 2013-	District and school interim	Increase the quality of

	(TCAP/CSAP & CELApro)		<p>observed at the 4<sup>th</sup> grade (this year's 5<sup>th</sup> graders).</p> <p>Currently we are scoring just slightly above (65) the state MGP of 62. This close margin presents the potential of falling below minimum state expectation.</p> <p>CELA data analysis revealed that for the majority of students who failed to move a proficiency level, the writing subtest was one of the contributing factors.</p>	2013 school year, we will have a Median Growth Percentile of 70.	2014 school year, we will have a Median Growth Percentile of 75.	<p>assessments five times a year, August, October, December, February, and April.</p> <p>Unit Assessment Protocol (every 3-4).</p>	<p>planning and execution of instruction in writing to ensure consistent implementation of high expectations and effective (Writing Alive curriculum) instruction across grade levels</p> <p>Employing a lead turnaround partner, Blueprint Schools, who uses research-based strategies and has a proven record of success working with schools under similar circumstances.</p> <p>Parent Involvement</p>
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W	<p>For our African American students in grades 4 our gap continues to grow. In 3<sup>rd</sup> Grade, gap showed some improvement, however the gap remains significant.</p> <p>For our ELL students in</p>	<p>As of May 2012, 26% of our African American students were Proficient or Advanced on CSAP. By May 2013, we will increase this number from 26% to 31% as being Proficient or Advanced on CSAP.</p>		<p>District and school interim assessments five times a year, August, October, December, February, and April.</p> <p>Unit Assessment Protocol (every 3-4).</p>	<p>Increase the quality of planning and execution of instruction in writing to ensure consistent implementation of high expectations and effective (Writing Alive curriculum) instruction across grade levels</p>

			<p>grades 3-5, the gap showed some improvement, however the gap remains significant.</p> <p>For our special education students in grades 4 and 5 our gap continues to grows. In 3<sup>rd</sup> Grade, gap showed some improvement, however the gap remains significant.</p>	<p>As of May 2012, 33% of our ELL students were Proficient or Advanced on CSAP. By May 2013, we will increase this number from 33% to 38% as being Proficient or Advanced on CSAP.</p> <p>As of May 2012, 7% of our Special Education students were Proficient or Advanced on CSAP. By May 2013, we will increase this number from 7% to 12% as being Proficient or Advanced on CSAP.</p>			<p>Employing a lead turnaround partner, Blueprint Schools, who uses research-based strategies and has a proven record of success working with schools under similar circumstances.</p> <p>Parent Involvement</p>
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:** \_\_\_\_\_ Increase the quality of planning and execution of instruction in writing to ensure consistent implementation of high expectations and effective (Writing Alive curriculum) instruction across grade levels. **Root Cause(s) Addressed:** In looking at the writing module found in the Imagine It core curriculum, it was determined that it did not provide our staff with the comprehensive, well-designed curriculum needed for student and teacher success.

**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)
Adoption of Writing Alive Curriculum	Spring 2012	Administration Classroom Teachers	School Based Budget	Curriculum Purchased and delivered to school site	Completed June 2012
Initial teacher training of Writing Alive	July 2012	Administration Classroom Teachers Reading Interventionists Special Education Staff	School Based Budget	Sign-in Sheet Training Materials Classroom observations of implementation of strategies learned in training	Training completed August 1 <sup>st</sup> and 3 <sup>rd</sup> 2012  Observations completed in August/September
Weekly Team Planning of Writing Lessons	2012-13 School Year	Administration Classroom Teachers	School Based Budget	Weekly lesson plans submitted to dropbox Weekly review of lesson plans conducted by administration Classroom observations	In Progress

				of team planned lessons	
Writing Alive follow up training day	November 2012	Administration Classroom Teachers	School Based Budget	Training Materials Lesson Plans Classroom observations of implementation of strategies learned in training	In Progress
Data Team Cycles	October 2012-May 2013	Administration Classroom Teachers	School Based Budget	Data Team Facilitation Forms Student Data/Assessment	In Progress
Continued Coaching and Modeling to support Writing Alive implementation	September – May 2013	Administration Writing Alive Consultant Teacher Effectiveness Coach	School Based Budget	Weekly updates from Teacher Effectiveness Coach Coaching/feedback notes Classroom observations of implementation of strategies learned in coaching sessions	In Progress
Teacher observation by school administrators	September 2012-May 2013	Administration Classroom Teachers	School Based Budget	Observation feedback notes Walk-Through Checklists	In Progress
Six-Week Formative Interim Assessments	September 2012-May 2013	Administration Classroom Teachers	School Based Budget	Assessment Results Data Walls tracking student progress	In Progress
Unit Assessment Protocol – Teachers collect and analyze the third writing sample from each genre cycle using the Writing Alive assessment protocol to identify instructional targets for small group/whole group reteach and extension.	November 2012-May 2013	Administration Classroom Teachers Teacher Effectiveness Coach	School Based Budget	Assessment Protocols Student Work Instruction Target Plans	In Progress
Weekly display of student work and exemplars in	November	Administration	School Based Budget	Photos of Exemplar Walls	In Progress

classrooms.	2012-May 2013	Classroom Teachers Teacher Effectiveness Coach		Evidence of student work. Principal walk-through check list.	
Create an uninterrupted Writer's Workshop in all 4 <sup>th</sup> grade classrooms	2012-May 2013	Administration Classroom Teachers Math Tutorial Team	School Based Budget	Master Schedule Revised Tutoring Schedule	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:** Employing a lead turnaround partner, Blueprint Schools, which uses research-based strategies and has a proven record of success working with schools under similar circumstances. These will be clustered with other Denver Public Schools to form the Denver Summit School Network. Blueprint will be immersed in all aspects of developing and collaboratively executing the plan and will serve as liaison to other school partners. **Root Cause(s) Addressed:** Lack of effective instruction, a negative school culture of low expectations, lack of a culture where teachers do whatever it takes to get the job done to provide the best learning environment for all students, lack of a well-designed curriculum matched to student need, and inadequate time to teach and remediate

**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)
<b>Implementation of Tenet 1: Excellence in leadership and instruction</b> <ul style="list-style-type: none"> <li>Hiring and maintaining high quality staff</li> <li>Ongoing professional development for principals provided collaboratively by Blueprint and the school district.</li> </ul>	July 2012-June 2013	Administration and School Leadership Team; DSSN Leadership Team; Blueprint Leadership Team	Blueprint Funding	<ul style="list-style-type: none"> <li><u>Monthly</u>: Blueprint walkthroughs and focus groups of fellows, teachers and students</li> <li><u>Monthly</u>: Denver Summit Schools Network (DSSN) leadership meeting</li> </ul>	In Progress
<b>Implementation of Tenet 2: Increasing instructional time</b> <ul style="list-style-type: none"> <li>Extend the 2012-13 school year by nine days.</li> <li>Students will have a minimum of an additional 60 minutes of instructional time each day.</li> </ul>	2012-13 School Year	Administration and School Leadership Team; DSSN Leadership Team; Blueprint Leadership Team	School Based Budget Monies from Foundations	<ul style="list-style-type: none"> <li><u>Monthly</u>: Blueprint walkthroughs and focus groups of fellows, teachers and students</li> <li><u>Daily</u>: Providing additional hour of instruction after school</li> </ul>	In Progress



<p><b>Implementation of Tenet 3: Fostering a no-excuses culture of high expectations</b></p> <ul style="list-style-type: none"> <li>• During the first week of school we will focus part of the time explicitly on school culture where students will learn about the expectations of them and of the school community.</li> <li>• We will implement new systems (Peace for Kids) and monitor existing systems in ensure their effectiveness with the goal of increasing attendance and promoting positive behavior.</li> <li>• We will foster an intentional college-going culture with achievement goals to be clearly and visibly stated throughout the school.</li> </ul>	2012-13 School Year	Administration, School Leadership Team, PBIS Team	School Based Budget Monies from Foundations	<ul style="list-style-type: none"> <li>• <u>Monthly</u>: Blueprint walkthroughs and focus groups of fellows, teachers and students</li> <li>• <u>Daily</u>: Morning Meetings with students</li> <li>• <u>Monthly</u>: Student recognition and celebration related to Core Values, student achievement and attendance</li> <li>• <u>Daily and Weekly</u>: Leadership walkthroughs re: school wide</li> <li>• <u>Ongoing</u>: Public celebration of student work aligned with Common Core State Standards</li> <li>• <u>Quarterly/Annually</u>: Public display of student achievement tracking</li> </ul> <p><u>Ongoing</u>: School wide system of recognition of high expectations re: behavior and Core Values</p>	In Progress
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<b>Implementation of Tenet 4:</b> Frequent assessments to improve instruction <ul style="list-style-type: none"> <li>Interim assessments will be administered regularly.</li> <li>Teachers will be trained to interpret data, and supported on data use and analysis.</li> <li>Schools will receive dashboards with information on students achievement and progress toward individual goals.</li> </ul>	2012-13 School Year	Administration team; DPS Assessment, Research and Evaluation Department DSSN Data and Assessment Partner	School Based Budget	<ul style="list-style-type: none"> <li><u>Monthly</u>: Blueprint walkthroughs and focus groups of fellows, teachers and students</li> <li><u>Weekly</u>: Analysis of daily and weekly exit tickets</li> <li><u>Periodically</u>: Analysis of unit and interim assessments</li> <li><u>Per Semester</u>: Administration and analysis of DRA2/EDL2</li> </ul>	In Progress
<b>Implementation of Tenet 5:</b> Daily tutoring in critical growth years (i.e. 4 <sup>th</sup> grade) <ul style="list-style-type: none"> <li>All 4th graders will receive 60 minutes of tutoring every day in a 3:1 student: tutor ratio.</li> <li>Highly qualified candidates will be recruited nationally.</li> <li>Ongoing professional development will be provided to our fellow tutors on best instructional practice and the Scholastic intervention curriculum “Do the Math”</li> </ul>	2012-13 School Year	Administrative Team Math Tutorial Manager Math Fellows	School Based Budget Monies from Foundations	<ul style="list-style-type: none"> <li><u>Weekly</u>: Fellows' observations</li> <li><u>Monthly</u>: Blueprint walkthroughs and focus groups of fellows, teachers and students</li> <li><u>Bimonthly</u>: Fellows' evaluations</li> </ul> <u>Quarterly</u> : Analysis of Scholastic Math Inventory data; Fellows' benchmarking and goal setting	In Progress

Major Improvement Strategy #3: \_\_\_\_\_ Parent Involvement \_\_\_\_\_

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)
Updated Parent/Student Handbook	June 2012	School Leadership Team	School Based Budget	A completed Parent/Student Handbook	Completed
Parent Compact – All parents read and signed the compact at registration	June 2012-July 2013	School Leadership Team Parents	School Based Budget	A signed copy of the compact by each parent	Completed
Monthly progress reports	September 2012- May 2013	Administration Teachers	School Based Budget	Returned progress reports signed by parents	In Progress
Parent/Teacher Conferences	November 2012, February 2013	Administration Parents Staff	School Based Budget	Parent sign-in Sheets	In Progress
Parent Nights	2012-13 School Year	Administration Parents Staff	School Based Budget	Parent sign-in Sheets Artifact/handouts	In Progress
Utilize the AmeriCorps to help with criteria and strategies for improving parent involvement for Green Valley Elementary.	Apr-Sept, 2012	Administration and Parent Advisory Committee	Grants	Strategies and tools for measuring parent engagement in student academic learning are available and utilized by staff.	In Progress
Utilize the DPS Diversity Office in building a positive culture within the community which in turn will create a positive school culture for all students.	Apr 2012- May 2013	Administration, Teacher Leaders, GV Staff	School Based Budget	Use the “feedback” exit surveys as a measurement of whether parents found the	In Progress

Design and use effective strategies and specific timelines for school-to-home communication regarding student progress.	Apr-2012-Apr-2013	Administration, Teacher Leaders, Parent Advisory	District Parent Satisfaction Survey	evening meaningful. Parents report increased satisfaction with the home/school on Parent Satisfaction Survey.	In Progress
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## Section V: Appendices

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

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

## Appendix A: Title I Schoolwide Program

### Title I Parent Activity Plan

#### *A Title I School-wide or Targeted Assistance Plan Requirement*

School: Green Valley Elementary

Title I Parent Involvement Strategy: Enhance parental involvement by creating and using appropriate and consistent protocols, procedures and practices that make our vision and mission a reality.

Root Cause(s) Addressed by this Strategy: Within my recent conversations with member of the school community, parent involvement is basically non-existent. Parents want support with strategies on how to support their students at home; communication from school more frequently regarding their child's progress; and opportunities to celebrate the demographics of the school community through evening activities that bring families together.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks

Plan designated Literacy/Math Nights for the 2012-2013 school year.	July-Sept, 2012	Administration and Teacher Leaders	Materials/Supplies	Parent nights are scheduled and planned. Dates are shared with parent at "Back To School Night". Use the "feedback" exit surveys as a measurement of whether parents found the evening meaningful.
Utilize the AmeriCorps to help with criteria and strategies for improving parent involvement for Green Valley Elementary.	Apr-Sept, 2012	Administration and Parent Advisory Committee		Strategies and tools for measuring parent engagement in student academic learning are available and utilized by staff.
Utilize the DPS Diversity Office in building a positive culture within the community which in turn will create a positive school culture for all students.	Apr 2012- May 2013	Administration, Teacher Leaders, GV Staff		Use the "feedback" exit surveys as a measurement of whether parents found the evening meaningful.
Design and use effective strategies and specific timelines for school-to-home communication regarding student progress.	Apr-2012-Apr-2013	Administration, Teacher Leaders, Parent Advisory	District Parent Satisfaction Survey	Parents report increased satisfaction with the home/school on Parent Satisfaction Survey.
Provide parents strategies and useful tools through monthly Saturday Parent Workshops that will support them at home with their students in reading, writing, and math.	Sept-2012 – Apr-2013	Administration, Teacher Leaders	Materials/Supplies	Use the "feedback" exit surveys as a measurement of whether parents found the evening meaningful.

## Section V: Supporting Addenda Forms

### For Schools Operating a Title I School-wide Program

Schools that participate in Title I must use this form to document Title I program requirements for operating a school-wide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into 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. 7)	Our UIP was designed in conjunction with our School Governance Committee. This committee is made up teacher representatives from our key teacher constituency and multiple parent representatives. In addition, the UIP focus on writing came from a concern voiced by our teaching staff concerning a need for a more systematic and comprehensive instructional approach and curriculum for writing.
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	Information can be found in our Narrative (p. 10-15) and in our Action Plan (p. 16-28)
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 10)	See Major Improvement Strategies #1-3 (p. 20-28)
All core content teachers are highly qualified.	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	Highly qualified teachers are recruited for Green Valley Elementary through a rigorous interview process outline in our Innovation Plan. High quality teachers are retained through a systematic and comprehensive professional development process. Our teachers are provided with high quality professional development and support to ensure that they develop the skills needed to deliver high quality instruction. This professional development model creates a culture where teachers are highly



Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	As noted in our Action Plan (p. 16-28) and our Data Narrative (p. 10-15), the data collected on student status and growth in writing, as well as teacher feedback on the need for a more comprehensive writing curriculum both played a significant role in how we have designed our professional development plan for our UIP through our Major Improvement Strategies.
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	This is not done at the school level, as it is done downtown.
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	The UIP will be evaluated yearly as a part of the School Governance Committee's annual fall agenda process.
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	See Action Plan, Resource Column (p. 20-28)

## Green Valley Elementary



## Parent /Student Compact/Contract

We, the community of Green Valley Elementary, believe that for all students to successfully achieve in academics, it is imperative that students, parents, and the school must work together as a team.

In this effort, we affirm the following:

### **School Responsibilities**

#### **GVE School Personnel will:**

- ☆ Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- ☆ Hold Parent/Teacher Conferences twice a year, where students will be able to show his/her progress towards meeting the standards and teachers will be available for questions parents/guardians may have.
- ☆ Provide parents/guardians with frequent reports on their children's progress.
- ☆ Provide parents/guardians with reasonable access to staff.
- ☆ Provide parents/guardians with opportunities to volunteer and participate in their child's class and to observe classroom activities.

### **Student Responsibilities**

#### **GVE Students will:**

- ☺ Complete and return daily homework on time.
- ☺ Read at least 30 minutes every night and document my reading in my monthly "Reading Logs".
- ☺ Deliver to my parent/guardians all notices and information received by me from my school every day.
- ☺ Arrive to school on time and be in my classes on time throughout the school day.
- ☺ Adhere to the uniform policy and accept the consequences when I fail to meet uniform expectations.
- ☺ Follow school-wide rituals and routines daily.
- ☺ Be respectful to my peers and adults at all times, even though I may not agree.
- ☺ Meet the expectations for solving problems other than the use of violence by seeking out an adult to help me resolve the conflict.

### **Parent Responsibilities**

**GVE Parent/Guardians will:**

- ★ Make sure my child arrives to school and is sitting in class on time.
- ★ Participate, as appropriate, in decisions relating to my child's education.
- ★ Promote positive recognition of my child's progress.
- ★ Stay informed about my child's education and communication with the school by promptly reading all notices from the school or the school district (Parent reminders, e-mails, newsletters, progress reports, and notes from the teacher) and responding in a timely manner.
- ★ Volunteer at the school at least once throughout the school year.
- ★ Monitor attendance by calling when my child is going to be absent or by sending a note to the office excusing my child.
- ★ Make sure that homework is completed daily by checking and initialing my child's planner.
- ★ Make sure my child is reading every night and that I am monitoring their reading by signing his/her "Reading Logs".
- ★ Make sure my child adheres to the school uniform policy and supporting the school when they call to inform me he/she has not.
- ★ Attend Parent/Teacher Conferences so that I may learn about the successes of my child.
- ★ Monitor "Standard Based Report Cards" and sign all progress reports.
- ★ Contact school officials' regarding any concerns or problems in a calm and effective manner.
- ★ Contact the school as soon as possible to update addresses, phone numbers, contacts, thereby making sure the school has updated information at all times.

Teacher/ Staff signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_