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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3647 School Name: GREENWOOD ECE-8 SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	71.65%	71.43%	-	40.54%	49.16%	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	-	46.72%	39.66%	-	
		W	53.52%	57.77%	-	28.98%	53.07%	-	
		S	47.53%	48%	-	15.22%	19.57%	-	
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	55	51	-	49	55	-	
		M	65	84	-	59	64	-	
		W	64	64	-	54	60	-	
		ELP	41	59	-	56	45	-	

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 is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the in UIP Handbook to ensure that all required elements are captured in the school's plan at: 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.	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 Improvement Grant
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):

X State Accountability ☐ Title IA (Targeted Assistance or Schoolwide) ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG)

X 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	Rachel Payne, Principal
	Email	rachel_payne@dpsk12.org
	Phone	720-424-6630
	Mailing Address	5130 Durham Court, Denver, Co 80239
2	Name and Title	Jason Sanders, Assistant Principal
	Email	jason_sanders@dpsk12.org
	Phone	720-424-6630
	Mailing Address	5130 Durham Court, Denver, Co 80239

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.
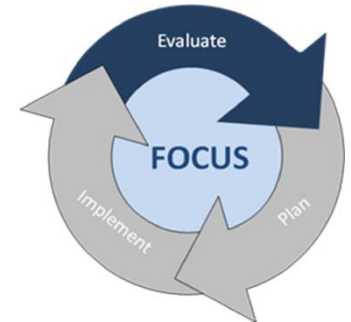
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

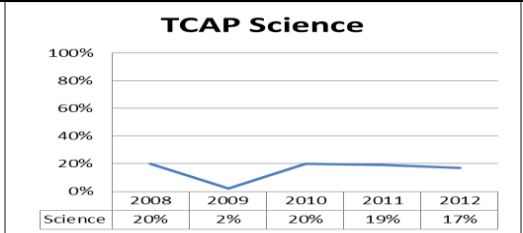| Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	48% of elementary students will score proficient or above in reading.	No-Elementary students scoring proficient or above in reading was 40.5%.	We lack clarity around essential learning targets and what proficiency looks like across grade levels. We do not have a systematic way for progress monitoring and giving feedback to students. Teachers lack a repertoire of research-based instructional strategies and tools.
	67% of middle school students will score proficient or above in reading.	No-Middle school students scoring proficient or above in reading was 49.2%.	
Academic Growth	The median growth percentile will be at or above 65% in reading.	No-The median growth percentile for reading for elementary students was 49% and middle school students were 55%.	
Academic Growth Gaps	The median growth percentiles for 4th and 5th grades will be 65 percentile.	No-The median growth percentiles for 4th grade was 45% and 52.5% for 5th grade.	

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

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges 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)	Overall: **TCAP Reading** 	2008: 50%	2009: 45%	2010: 50%	2011: 46%	2012: 45% **TCAP Math**	2008: 48%	2009: 47%	2010: 45%	2011: 45%	2012: 44% **TCAP Writing**	2008: 35%	2009: 41%	2010: 37%	2011: 38%	2012: 37%	Over 5 years of testing students scoring proficient or above in reading decreased by 5%, with only one year of increase (2010).	We lack systems and structures in reading workshop that allows us to meet the needs of all students. We need to refine a systematic way for progress monitoring in order make data driven decisions. We lack curricular resources and supports for our ELL students.

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

TCAP Science

	2008	2009	2010	2011	2012
Science	20%	2%	20%	19%	17%

- Over the past 3 years of testing students scoring proficient or above in reading has decreased each year.
- Math has steadily decreased over past 5 years with one year of stability. (2010-2011)
- Over the last 5 years the average proficiency in writing has been 37.6% with a 2 years of slight increases and 2 years of slight increases.
- Science has been our lowest proficiency of any content area in the last five years.
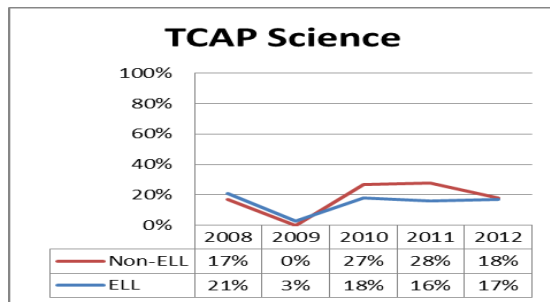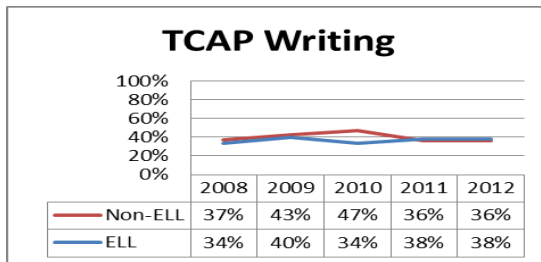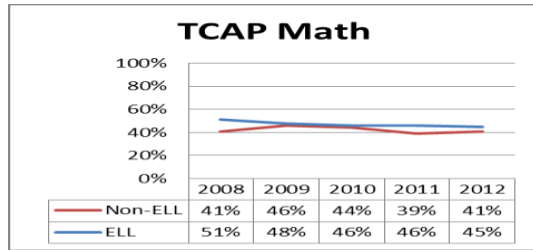
English Language Learner TCAP Achievment
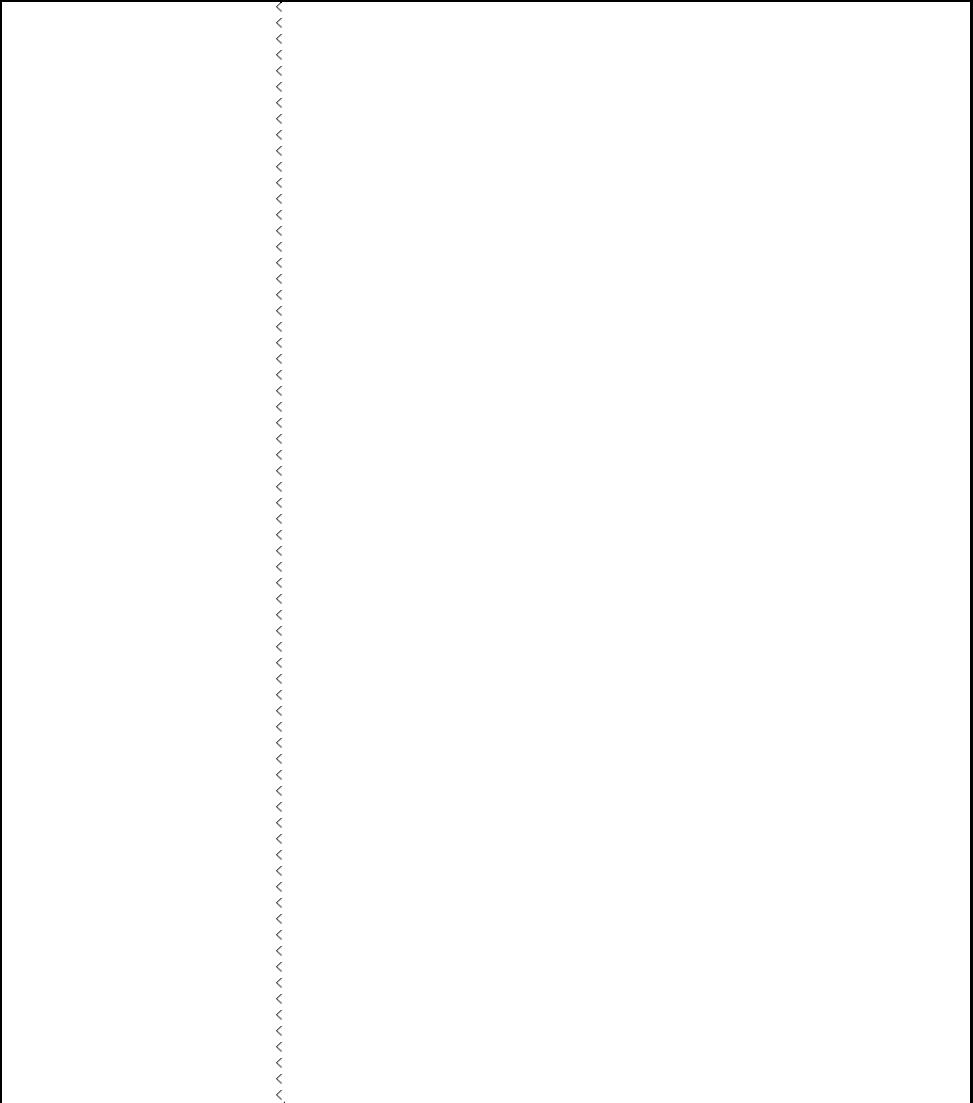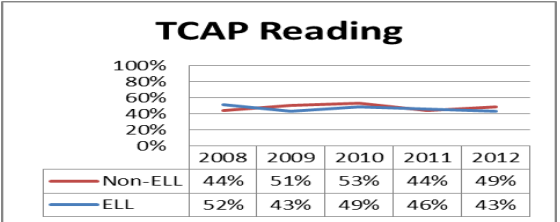
TCAP Reading

	2008	2009	2010	2011	2012
Non-ELL	44%	51%	53%	44%	49%
ELL	52%	43%	49%	46%	43%

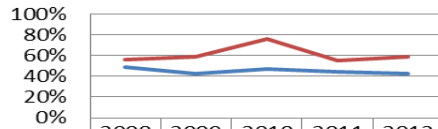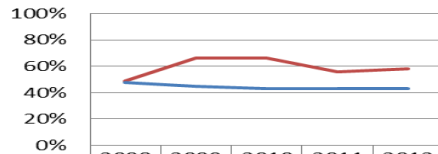| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Math		

TCAP Math

	2008	2009	2010	2011	2012
Non-ELL	41%	46%	44%	39%	41%
ELL	51%	48%	46%	46%	45%

TCAP Writing

	2008	2009	2010	2011	2012
Non-ELL	37%	43%	47%	36%	36%
ELL	34%	40%	34%	38%	38%

TCAP Science

	2008	2009	2010	2011	2012
Non-ELL	17%	0%	27%	28%	18%
ELL	21%	3%	18%	16%	17%

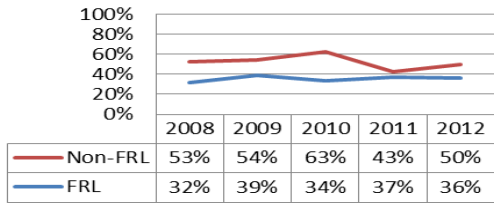| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Free and Reduced Lunch TCAP Achievement		

TCAP Reading

	2008	2009	2010	2011	2012
Non-FRL	56%	59%	76%	55%	59%
FRL	49%	43%	47%	44%	43%

TCAP Math

	2008	2009	2010	2011	2012
Non-FRL	49%	66%	66%	56%	58%
FRL	48%	45%	43%	43%	43%

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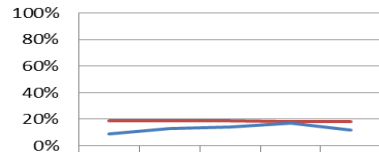| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Writing		

TCAP Writing
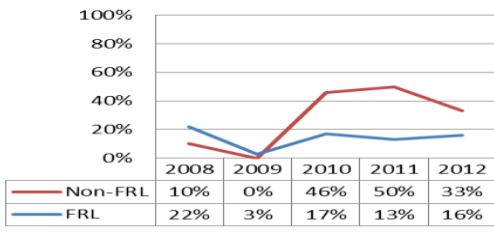
	2008	2009	2010	2011	2012
Non-FRL	53%	54%	63%	43%	50%
FRL	32%	39%	34%	37%	36%

TCAP Science

	2008	2009	2010	2011	2012
Non-FRL	10%	0%	46%	50%	33%
FRL	22%	3%	17%	13%	16%

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

TCAP Reading
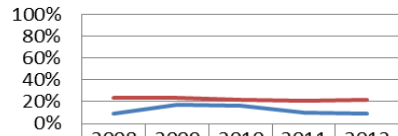
	2008	2009	2010	2011	2012
State SPED	24%	24%	22%	21%	22%
School SPED	9%	17%	16%	10%	9%

TCAP Math

	2008	2009	2010	2011	2012
State SPED	19%	19%	19%	18%	18%
School SPED	9%	13%	14%	17%	12%

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

TCAP Writing

	2008	2009	2010	2011	2012
State SPED	13%	13%	11%	12%	11%
School SPED	5%	6%	50%	3%	5%
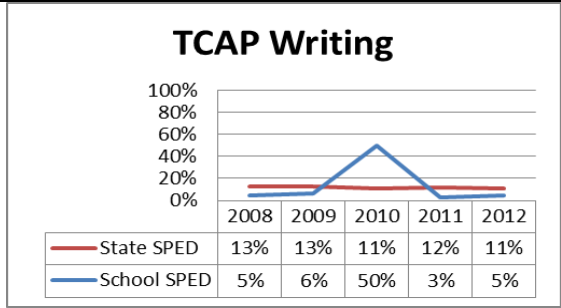
TCAP Achievement by Grade

TCAP Reading by Grade – Status						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2008	60%	45%	51%	60%	24%	#N/A
2009	44%	34%	44%	58%	54%	35%
2010	39%	38%	49%	58%	61%	69%
2011	48%	25%	43%	59%	61%	64%
2012	45%	43%	35%	49%	47%	52%

TCAP Math by Grade - Status						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2008	55%	38%	49%	68%	27%	#N/A
2009	53%	44%	30%	66%	54%	49%
2010	40%	44%	39%	63%	45%	47%
2011	40%	44%	38%	60%	33%	62%
2012	36%	60%	46%	48%	34%	33%

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Writing by Grade – Status		
Academic Growth	**TCAP Reading MGP** graph — Reading values: 2008: 60, 2009: 48, 2010: 51, 2011: 50, 2012: 50	The median growth percentile for reading is currently the lowest MGP of the three content areas.	We lack systems and structures in reading workshop that allows us to meet the needs of all students. We need to refine a systematic way for progress monitoring in order make data driven decisions. We lack curricular resources and supports for our ELL students.

TCAP Writing by Grade – Status

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2008	47%	22%	37%	39%	29%	#N/A
2009	36%	30%	35%	57%	61%	32%
2010	19%	28%	46%	47%	41%	49%
2011	27%	16%	41%	57%	57%	60%
2012	30%	21%	31%	46%	56%	56%

TCAP Reading MGP

	2008	2009	2010	2011	2012
Reading	60	48	51	50	50

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

TCAP Math MGP

	2008	2009	2010	2011	2012
Math	57	55	49	60	62

TCAP Writing MGP

	2008	2009	2010	2011	2012
Writing	53	62	50	56	58

GRADE LEVEL

TCAP Reading MGP by Grade Level					
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2008	48	65	73	56	#N/A
2009	37	46	70	51	59
2010	33	50	50	77	54
2011	32.5	45	58	59	52
2012	45	52.5	64	46	41

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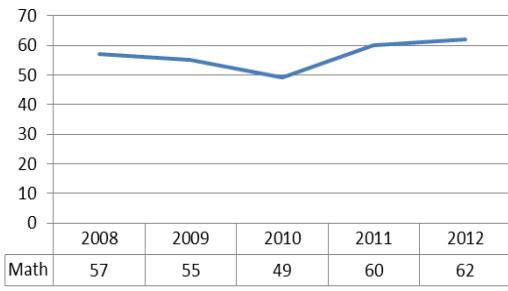| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

TCAP Math MGP by Grade Level

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2008	26	59	92.5	55	#N/A
2009	40	39	76	71	76
2010	29	41.5	78	69	47
2011	57	45	83	47	66.5
2012	57	62	78.5	56	49

TCAP Writing MGP by Grade Level

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2008	26	64	75	50	#N/A
2009	33.5	40	72	85	77
2010	33	55	59	52	46
2011	31	59	57	56	75
2012	52	57	72	50	54.5

- Reading percentiles indicate that it was the only content area that showed an overall decrease over the last 5 years (60/48/51/50/50).
- Math percentiles showed a 5% increase over the past 5 years (57/55/49/60/62).
- Writing percentiles showed a 5% increase over the past 5 years (53/62/50/56/58).

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	See tables below	The median growth percentile for our ELLs has decreased by	We lack a repertoire of effective research-based instructional strategies and tools for our ELLs. We need to refine a systematic way for transitioning our students from their L1 to their L2. We lack curricular resources and supports for our ELL students.
Post Secondary & Workforce Readiness			

TCAP Reading MGP – Race/Ethnicity

	Asian	Black	Hispanic	White	More than one
2011	47	54	49.5	39	58
2012	56	53	49	82	89

TCAP Math MGP – Race/Ethnicity

	Asian	Black	Hispanic	White	More than one
2011	63	69	60	51	51
2012	69	56	63.5	58	64

TCAP Writing MGP – Race/Ethnicity

	Asian	Black	Hispanic	White	More than one
2011	58	40	56	30	32
2012	71	43.5	58	36	33

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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:

Data Narrative Elements: Please complete each section below. *Directions are included in italics.*

Description of School and Process for Data Analysis

Greenwood Academy is a 1st-8th grade school. Our Elementary is a neighborhood TNLI school. We have a magnet middle school.
Our demographics include:

- ELLs 67.3 %
- Minority combined is 94.5 %
- FRL 94.2 %
- SpEd 5.2%

On 9/10/12, the Greenwood staff met as a whole to look at school wide data to determine trends. Let by school admin, the staff was divided into grade level teams who looked at their respective grade level data for the last 3 years. The interventionists, Special Education staff and specialists were also divided up to look at data around disaggregated groups (ethnicity, FRL, gender, SpEd, ELLs, etc.). When groups were finished, their trend statements were posted around the room. The Collaborative School Committee met on 9/20/12 in order for school leadership to gather input from parents about trends that they have noticed in the school's data as well as on a qualitative level. On 9/24/12, the entire staff did a "gallery walk" to view all the posted trends. Groups were created strategically to include a member from primary, intermediate, middle school, interventionists, specialists and special educators. When they met with their groups they discussed their observations of the trend statements. They were directed to look at the posted trends through the lens of a content area, sub group and instructional move. Staff identified reading as the content area that was most prevalent, ELL's as a subgroup to focus on and effectively transitioning ELLs rom L1 to L2 as an instructional move. These became the basis for our priority performance challenge statements.
On 10/8/12, our staff reconvened to discuss the priority performance challenge statements. The goal of this session was to look at some possible root causes of the identified priority trend statements. Teachers reunited with their "strategic groups" to discuss the possible reasons that these negative trends have occurred. After the first round of brainstorming, teachers were asked to remove any possible causes that are out of the school's locust of control. The CSC met again on 10/16/12 in order for parents to have an opportunity to contribute to the possible root causes. On 10/17/12, the School Leadership Team met to discuss the possible root causes that were identified by staff and parents. Finally, the SLT participated in the "5 Why's" approach to narrowing down common themes in regards to the potential root causes. Potential root were identified for each priority performance challenge statement.

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State and Federal Accountability Expectations
In 2011, Greenwood was rated "meets expectations" (green) on DPS ' SPF and State SPFs.

Trends/Priority Performance Challenges
When looking for relevant trends, our staff considered our SPF and TCAP scores for the last 5 years in reading/writing/math/ science/subgroups, the median growth percentiles for reading/writing/math, and the MGPs of ELLs vs. Non-ELLs in reading, math and writing.

Status	Growth	ELL MGP vs. Non ELL MGP Gaps
Reading: 50/45/50/46/45%	Reading: 60/48/57/50/50%	Reading: +.5/-2.5/+6.5/+5/-7%
Math: 48/47/45/45/45%	Math: 57/55/49/60/62%	Math: +13.5/-5.5/+11/-.5/-1%
Writing: 35/42/37/38/37%	Writing: 53/62/50/56/58%	Writing: -10/+.5/+5.5/+9/+16%
Science: 20/2/20/19/17%		

In regards to reading status, the major trend identified was that, over five years, reading has decreased the most, 5 percentage points.   The Greenwood staff also suggested that this would be a high leverage area because of the impact that reading has on other content areas. The identified priority performance challenge statement for status was, "Over 5 years of testing, students scoring proficient or above in reading decreased by 5%, with only one year of increase (2010)."

This thought was also applied to the trend noticed by staff when looking at our MGP for reading.   Greenwood's MGP for reading is currently the lowest percentage of the three major content areas and is the only area that has decreased over both 3 and 5 year periods (10% and 7% respectively).   The identified priority performance challenge statement for growth was, "The median growth percentile for reading is currently the lowest MGP of the three content areas."

When looking at our growth gaps amongst sub-groups, the Greenwood staff chose to look at ELLs vs. Non ELLs based on the gaps in status. The data showed that non-ELLS have an MGP that is 7% higher than ELLs in reading which is the largest discrepancy between ELLs and Non ELLs of any content area. The identified priority performance challenge statement for growth gaps was, "The median growth percentile gaps between ELLs and Non ELLs is 7% in reading, the largest of all content areas."

Root Cause

After meeting with the school staff to determine trends and priority performance challenge statements, the Greenwood SLT took each statement and determined potential root causes. The "5 Whys" protocol was used to determine the following root cause statements:

Over 5 years of testing, students scoring proficient or above in reading decreased by 5%, with only one year of increase (2010)/ The median growth percentile for reading is currently the lowest MGP of the three content areas:
-    We lack systems and structures in reading workshop that allows us to meet the needs of all students.
-    We need to refine a systematic way for progress monitoring in order to make data driven decisions
-    We lack curricular resources and supports for our ELL students.

The median growth percentile gaps between ELLs and Non ELLs is 7% in reading, the largest of all content areas:
-    We lack a repertoire of effective research-based instructional strategies and tools for ELLs
-    We need to refine a systematic way for transitioning our students from L1 to their L2.
-    We lack curricular resources and supports for our ELL students

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ONGOING

Interim Measures

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

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

- April: CELA, additional informal data

- May: third grade TCAP, CoAlt STAR, Math interim, Reading interim (optional, writing interim, CBLA data, additional informal data).

Interim Measure Results

As reading was our UIP Focus, we examined district Interim Assessment results and the STAR in January. Other interim measure points noted in the UIP are pending as of submission date. The UIP Reading status target for 2012-2013 were to have 57% of our students in grade 3rd-5th proficient or above on Reading TCAP and 72% of our students in grades 6th-8th proficient or above on Reading TCAP. Based on the above data, we are within 10 percentage points on our 2012-2013 target for grades 3rd-5th and 26 percentage points for grades 6th-8th.

Mid-year STAR Results Grades 3rd-5th   **Mid-year Reading Interim Results Grades 6th-8th**

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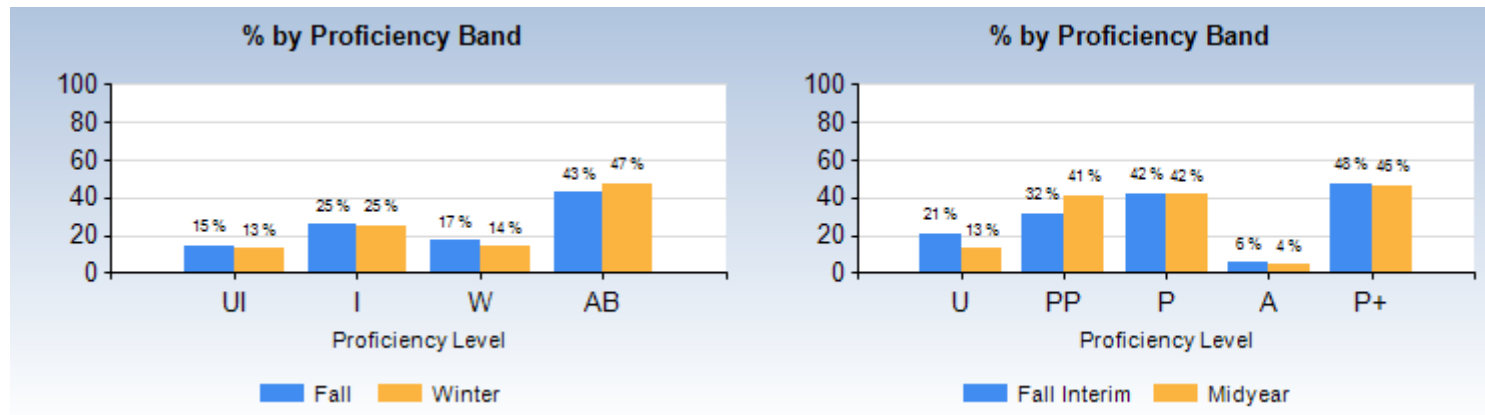
Section IV: Action Plan(s)

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.
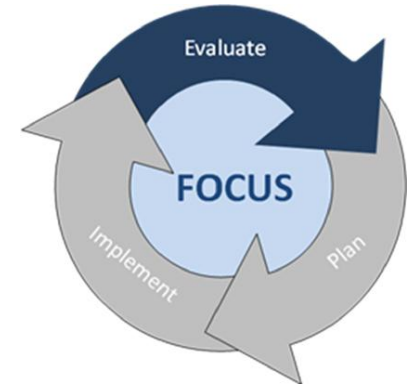
School Target Setting Form

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	Over 5 years of testing students scoring proficient or above in reading decreased by 5%, with only one year of increase (2010).	E: Students in grades 3rd and 5th will be 51% and above on TCAP Reading. M: Students in grades 6th and 8th will be at 68% on TCAP Reading.	E: Students in grades 3rd and 5th will be 57% and above on TCAP Reading. M: Students in grades 6th and 8th will be at 72% on TCAP Reading.	STAR Reading Growth reports 3 X a year. Informal running records as needed in guided reading groups. Spanish Reading Interim data 3X a year DRA2/EDL2 data 2X or more per year	Teachers will participate in across grade level professional development to solidify common and consistent strategies around reading workshop. We will implement a more frequent and systematic way for progress monitoring for guided reading.
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	The median growth percentile for reading is currently the lowest MGP of the three content areas.	Students will make at least a 55 MGP in both elementary school and middle school.	Students will make at least a 55 MGP in both elementary school and middle school.	STAR Reading Growth reports 3 X a year. Informal running records as needed in guided reading groups. Spanish Reading Interim data 3X a year DRA2/EDL2 data 2X or more per year	Teachers will participate in grade level professional development to solidify common and consistent strategies around reading workshop. We will implement a more frequent and systematic way for progress monitoring for guided reading.

Academic Growth Gaps	Median Student Growth Percentile	R	The median growth percentile gap between Ells and Non-Ells is 7% in reading. The largest of all content areas.	E: Students identified as ELLs in graded 3-5 will have 55 MGP. M: Students identified as ELLs in graded 6-8 will have 55 MGP.	E: Students identified as ELLs in graded 3-5 will have 55 MGP. M: Students identified as ELLs in graded 6-8 will have 55 MGP.	STAR Reading Growth reports 3 X a year. Informal running records as needed in guided reading groups. Reading Interim data Accelerated Reading data DRA2/EDL2 data 2X or more per year	
Post Secondary & Workforce Readiness	Graduation Rate		n/a	n/a	n/a	n/a	n/a
	Disaggregated Grad Rate		n/a	n/a	n/a	n/a	n/a
	Dropout Rate		n/a	n/a	n/a	n/a	n/a
	Mean ACT		n/a	n/a	n/a	n/a	n/a

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Teachers will participate in across grade level professional development to solidify common and consistent strategies around reading workshop. **Root Cause(s) Addressed:** We lack systems and structures in reading workshop that allows us to meet the needs of all students.

_____

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Teachers will establish a literacy-rich environment. Ie.. diverse collection for classroom libraries, classroom arrangements that accommodate various groupings, and classroom displays that include anchor charts, examples, and rubrics.	September-December 2012	Administration TEC Teacher Leaders Classroom Teachers	Carmel Hill (1500.00 per grade level)	Need assessments for classroom resources Learning walks Provided teachers with the book Spaces & Places, by Debbie Diller. Self-assessed utilizing rubric.	In progress
Establishing essential components of balanced literacy block. i.e (mini-lesson, individual work, and closing)	November-December	Administration TEC Teacher Leaders Classroom Teachers		Professional Development around best practices in elementary reading workshop. Learning labs that focus on each component of	Not begun

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				reading workshop Modeling of components from our TEC	
Teachers will meet with students in guided reading groups 5 days a week. Teachers will differentiate frequency based on group needs.	October-May	Administration TEC Teacher Leaders Classroom Teachers		Professional Development around best practices in guided reading. Learning labs that focus on guided reading. Fishbowl guided reading groups from our TEC	In Progress
Teachers will use artifacts and tools effectively. I.e. book bags, reading assessment notebooks, and reading folders.	October-May	Administration TEC Teacher Leaders Classroom Teachers		Book study- Comprehension from the Ground up, by Sharon Taberski	
We will implement collaborative planning blocks to plan literacy instruction	Nov-May	Teacher Leaders Classroom Teachers		Lesson Plans for Reading Workshop.	

* 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: We will implement a more frequent and systematic way for progress monitoring for guided reading. **Root Cause(s) Addressed:** We need to refine a systematic way for progress monitoring in order make data driven decisions.

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

X School Plan under State Accountability   X Title I Schoolwide or Targeted Assistance Plan requirements   ☐ Title I Focus School Plan requirements

☐ Application for a Tiered Intervention Grant (TIG)   X 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)
Establishing essential components of guided reading. i.e. (grouping students, focused on reading strategies, awareness of students' instructional levels and needs in the five reading components)	November-December	Administration TEC Teacher Leaders Classroom Teachers	Carmel Hill (1500.00 per grade level)	Professional Development around best practices in guided reading. Learning labs that focus on each component of guided reading. Modeling of components from our TEC	Not begun
Establish frequent conferences with students at least 2X a month.	October-May	Administration TEC Teacher Leaders Classroom Teachers		Professional Development around best practices in guided reading. Learning labs that focus on guided reading. Fishbowl guided reading groups from our TEC	In Progress
Teacher and students use assessment information to improve reading and inform instruction. (i.e..informal running records, DRA continuum, reading assessment notebooks)	October-May	Administration TEC Teacher Leaders		Professional Development around best practices in guided reading.	In Progress

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		Classroom Teachers		Learning labs that focus on guided reading. Fishbowl guided reading groups from our TEC	

Major Improvement Strategy #3: Teachers will participate in across grade level professional development to solidify common and consistent strategies around English Language Development.   **Root Cause(s) Addressed:** We lack a repertoire of effective research-based instructional strategies and tools for our ELLs.

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

X School Plan under State Accountability   X Title I Schoolwide or Targeted Assistance plan requirements   ☐ Title I Focus School Plan requirements

☐ Application for a Tiered Intervention Grant (TIG) X 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)
The scheduling team will establish an ELD block for each grade level team using district approved curriculum.	August-December	Administration TEC Teacher Leaders Classroom Teachers ELA department		Needs assessment of Avenues curriculum	In Progress
Teachers display useful language on walls and visual supports for ELLs	September-May	Administration TEC Teacher Leaders Classroom Teachers ELA department		Implementing plan for ELL supports as laid out in 50 Strategies for Teaching English Language Learners. Learning labs that focus on use of visuals supports.	
Establish and implement best practices for amount and strategic use of L1 and L2 in core instruction	September-May	Administration TEC Teacher Leaders Classroom Teachers ELA department			

Each One Teach One vocabulary intervention for identified ELLs to support vocabulary development.		Consultant Teacher Leaders, Paraprofessionals	School Improvement Grant Title II Funds	Daily intervention for students.	In Progress
ESL Resource Teachers to serve ELLs who do not speak Spanish and lowest language learners		ESL Resource Teachers	REACH Pilot	ESL teachers hired and trained.	Completed
Collaborative Strategic Reading (CSR) for ELL classrooms in grades 4, 5, 7 & 8.		Two 4th grade teachers One 5th grade teacher One 7/8 Language Arts teacher CSR Coaches	CSR Grant Funds Centrally Funded	CSR Implemented with Fidelity by October 2011 All teachers trained by January 2012	In Progress

FAMILY & STUDENT HANDBOOK RETURN FORM

Please review the Family & Student Handbook and the Greenwood Family Compact with your child and return this form to each child's homeroom teacher. Please sign and return by September 1, 2012.

GREENWOOD FAMILY COMPACT

Family involvement is an important part of a student's success. At Greenwood we require a commitment from each family to:
- Attend parent-teacher conferences twice a year.
- Check Thursday folders each week.
- Support your student with homework and return to school on time.
- Read with your child and/or make time for them to read every day for at least 30 minutes every day.
- Attend at least one PTO meeting per year. Meetings are the second Tuesday of every month from 3:30-4:30 pm
- Maintain regular communication with the school about your child's academic and social progress.
- Bring your child to school unless they have a fever or need to see a doctor.
- Attend *at least* one other family event during the school year (Family Science Night, school play, Field Day or other).

I agree to support my child in the ways outlined above. I recognize how important my involvement is in school activities and my child's success.

I have reviewed the Family and Student Handbook with my child and am aware of school expectations and policies. I agree to attend scheduled parent/teacher conferences and at least one PTO meeting during the school year.

Student Name: _____

Teacher Name: _____

Student Signature: _____   Date: _____

Parent Signature: _____   Date: _____

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Title I Accountability Provision #1: Parent Involvement/Communication

☒School Plan under State Accountability   ☐Title IA School Improvement/Corrective Action Plan   ☐Application for a Tiered Intervention Grant
☐☐Title I school wide or targeted assistance requirement   ☐School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (implemented, in progress, not begun)
Each year parents in the CSC will approve the UIP and also create the parent engagement section of the UIP.	Fall 2012	Parents, teachers and administrators	Food and child care (Funds – Federal, State and Local).	Attendance sign-in sheets, CSC meeting minutes & completed parent section of the CSC by parents	Completed
Hold Back to School Night to orient parents to Greenwood policies, procedures and school data.	August 2012	All teachers, interventionists, specialists, and administrators		Attendance sign-in sheets	Completed.
CSC will review the UIP for implementation and Effectiveness	Spring 2013/Summer 2013	Administrators, Parents, and Teachers	Federal, State and Local		Not Begun
Greenwood will implement the Parent Home Visit Program	Teachers trained on P.D. days in Fall 2012, Teacher Leaders attend National conference In Denver, Co in October 2012	Teachers Assistant Principal Home Visit Coordinator	District funds	Teachers will conduct 100 home visits by January 1, 2013	In progress
School Planners will be utilized in grades 3-8 for all students as a way to communicate with home.	2012-13 school year	Teachers Students Parents	Title I Parent Involvement funds	100% of students will utilize planners daily	In progress
Parents will be provided with regular means for engagement and communication with the school community, including daily coffee	2012-13 school year	Parents PTO President Principal	Title I Parent Involvement funds	90% of parents will report feeling welcome at school on the 2013 Parent Satisfactions survey	In progress
Family night to review UIP effectiveness will be held mid-year	February 2013	Parents PTO Principal	Title I Parent Involvement funds	Agenda for meeting Sign-in sheets	In progress

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Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

☒ School Plan under State Accountability   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant
☐ Title I school wide or targeted assistance requirement   ☐ School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (implemented, in progress, not begun)
The certification of the Title I teachers and paraprofessionals will be monitored to ensure that they are highly qualified.	2012-2013 school year	Administrators and Central Office Personnel	Title I Funds	The Title I teachers and paraprofessionals are highly qualified as per their certifications and annual evaluations.	

Title I Accountability Provision #3: Transition from Early Childhood Programs

☒ School Plan under State Accountability   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant
☐ Title I school wide or targeted assistance requirement   ☐ School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (implemented, in progress, not begun)
The Principal will meet with the Principal of the Escalante-Biggs Academy (feeder school for ECE and K). Early Childhood Educators (ECE), Kindergarten teachers at Escalante-Biggs Academy and Title 1 teachers will meet each semester. a. Discuss curriculum expectations with a focus on preschool literacy skills. b. Align curriculum ECE – 5th grade	2012-2013 School year	• Escalante-Biggs Principal and Teachers • Greenwood Principal • Title 1 Teachers • Early Childhood Educators • Kindergarten Teachers • Facilitators • Administrators	• Title 1 Funds • State Funds	• Teacher lesson plans will document that the curriculum of the Kindergarten and the preschool programs are aligned to the 1st – 5th grade curriculum as observed by the teachers and principals.	In progress
The kindergarten teachers of Escalante-Biggs will meet with the Early Childhood Educators at Escduring grade level meetings to	2012-2013 school year	• Escalante-Biggs Kindergarten Teachers • Early Childhood	• Title 1 Funds • State Funds	• Meeting minutes. • Attendance sign in sheets. • Observations by Teachers and Principals.	Not begun

discuss the academic expectations and skills needed for ECE students to progress to kindergarten.		Educators • Facilitators • Administrators			

Title I Accountability Provision #4: Coordination and Integration of Federal, State, and Local Services and Programs

☒ School Plan under State Accountability   ⬚ Title IA School Improvement/Corrective Action Plan   ⬚ Application for a Tiered Intervention Grant
☐ Title I school wide or targeted assistance requirement   ⬚ School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (implemented, in progress, not begun)
Title I funds are utilized in the following manner: • 1.0 AVID Teacher • 2.0 Intervention Teachers • .5 Elementary Teacher	Sept. 2012- May 2013	Principal, AVID teacher, Intervention Teacher, 1st grade teacher (.5 Elementary teacher)	• Title I and General Fund	Teachers will be hired and highly qualified by September 2012	Implemented
• 1.0 Social Worker to fund a full-time Social Worker for the year.	Sep. 2012- May 2013	Social Worker, Principal	• Title I and General Fund	Social Worker to meet monthly with groups of at-risk students	In progress
• 3.0 Reading and Writing Paraprofessionals • 1.0 Library Media Paraprofessional	Sept. 2012- May 2013	Paraprofessionals	• Title I	Paraprofessionals will be trained on reading intervention programs by December 2012	In Progress
• $2,718.00 for instructional materials related for Literacy intervention.	Sept. 2012- March 2013	Intervention teachers	• Title I	Materials will be purchased and utilized by March 1, 2013	In progress
• $5,236.00 for	Sept. 2012-	Parent Volunteers, Principal,	• Title I parent	Monthly BPAC and	In Progress

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	Parent Involvement, including food for parent meetings and coffee for parents in the morning at school.	March 2013	Assistant Principal	involvement	PTO meetings Daily parent coffee and involvement/volunteers	

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide 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)	See data narrative
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)	*See data narrative and action plan*
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 Action Plan*
All core content teachers are highly qualified.	X Yes ☐ No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	See Action Plan

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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)	See Data Narrative See Action Plan
The school's Parent Involvement Policy (including the Parent Compact) is attached.	X Yes ☐ 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)	See Appendix
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)	See Action Plan See Appendix
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* *See Appendix*