

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3704 School Name: GUST 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?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	-	-	57.14%	-	-	Overall Rating for Academic Achievement: Approaching <small>* Consult your School Performance Framework for the ratings for each content area at each level.</small>
		M	70.89%	-	-	71.78%	-	-	
		W	53.52%	-	-	39.9%	-	-	
		S	47.53%	-	-	28.95%	-	-	
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 <small>* Consult your School Performance Framework for the ratings for each content area at each level.</small>
			Elem	MS	HS	Elem	MS	HS	
		R	47	-	-	56	-	-	
		M	55	-	-	68	-	-	
		W	53	-	-	47	-	-	
ELP	38	-	-	72	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

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

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	School Improvement Grant in 2007-2008
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Yes; 2007-2008 school year
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

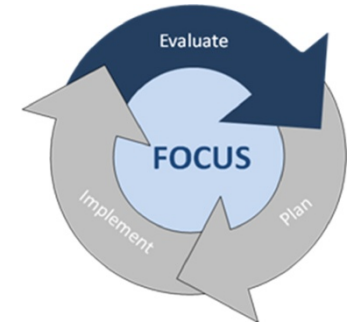
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jamie Roybal, Principal
	Email	Jamie_roybal@dpsk12.org
	Phone	720-424-6562
	Mailing Address	3440 W. Yale Ave., Denver, CO 80219
2	Name and Title	Joanne Lander, Assistant Principal
	Email	Joanne_Lander@dpsk12.org
	Phone	720-424-6560
	Mailing Address	3440 W. Yale Ave., Denver, CO 80219
School Contact Information (Additional contacts may be added, if needed)		

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

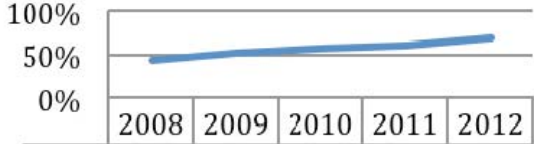
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

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)	R: Increase proficiency from 44% to 50%	R: Met – TCAP 2012 proficiency increased from 44% (2011) to 56%	Targets were met as a result of effective Data Teams, specifically the 6-week-cycle of Goals and progress monitoring.
	M: Increase proficiency from 60% to 64%	M: Met – TCAP 2012 proficiency increased from 60% (2011) to 69%	
	W: Increase proficiency from 35% to 39%	W: Met – TCAP 2012 proficiency increased from 35% (2011) to 39%	
	S: Increase proficiency from 14% to 22%	S: Met – TCAP 2012 proficiency increased from 14% (2011) to 28%	
Academic Growth			

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 Growth Gaps	R: Increase ELL proficiency 2011: ELL = 45% MGP; Non-ELL = 52% MGP	R: Met –2012 results: ELL = 57%; Non-ELL = 56%	Interventions were always provided in addition to grade-level content.
	R: Increase ELL proficiency 2011: ELL = 45% MGP; Non-ELL = 52%	R: Met – 2012 results: ELL = 57%; Non-ELL = 56%	
	M: Increase SPED proficiency 2011: SPED – 60% vs. State SPED	M: Not Met – the school's 2012 results for SPED = 56% MGP (4% less than the target of 60%), although the School SPED out performed the State SPED = 44% MGP	
	W: Increase SPED proficiency to reach 60% MGP	W: Not Met – the school's 2012 results for SPED = 41.5% MGP (18.5% less than the target of 60%)	
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>Overall Math</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>TCAP Math</p>  <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Math</td> <td>43%</td> <td>52%</td> <td>56%</td> <td>60%</td> <td>69%</td> </tr> </table> </div> <p>The percentage of students who score Proficient/Advanced on TCAP/CSAP has steadily increased</p>		2008	2009	2010	2011	2012	Math	43%	52%	56%	60%	69%	<p>Math scores have increased over the last five years, however Gust is still not bringing 100% to proficiency</p>	<ul style="list-style-type: none"> Fidelity to EDM curriculum not meeting all students’ needs in mastering basic skills. A lack of vertical alignment and consistency incorporating instructional strategies, problem-solving methods, and common language.
	2008	2009	2010	2011	2012										
Math	43%	52%	56%	60%	69%										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p>Overall Writing</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>TCAP Writing</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>37%</td> <td>29%</td> <td>35%</td> <td>39%</td> </tr> </table> </div> <p>Student performance in writing is inconsistent. Overall performance has increased by 14% since 2008, but experienced an 8% dip in 2010.</p>		2008	2009	2010	2011	2012	Writing	25%	37%	29%	35%	39%	<p>Writing scores have increased over the last five years, however Gust is still not meeting state expectations.</p>	<ul style="list-style-type: none"> Lack of consistency with progress monitoring and interventions Lack of consistency with instructional language and tools/resources within curriculum Lack of vertical alignment, specifically consistency with identifying Proficient and Advanced Writing.
	2008	2009	2010	2011	2012										
Writing	25%	37%	29%	35%	39%										
	<p>Overall Reading</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>TCAP Reading</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Reading</td> <td>37%</td> <td>40%</td> <td>44%</td> <td>44%</td> <td>56%</td> </tr> </table> </div>		2008	2009	2010	2011	2012	Reading	37%	40%	44%	44%	56%	<p>Reading scores have increased over the last five years, however Gust is still not meeting expectations.</p>	<ul style="list-style-type: none"> There is a lack of consistent progress monitoring and implementation of interventions and other supports for students. There is a lack of school-wide consistency with instructional practices, expectations, and tools.
	2008	2009	2010	2011	2012										
Reading	37%	40%	44%	44%	56%										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p>Grade Level Reading</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">TCAP Reading</p> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th>Grade 3</th> <th>Grade 4</th> <th>Grade 5</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>53%</td> <td>27%</td> <td>37%</td> </tr> <tr> <td>2009</td> <td>41%</td> <td>42%</td> <td>38%</td> </tr> <tr> <td>2010</td> <td>57%</td> <td>33%</td> <td>42%</td> </tr> <tr> <td>2011</td> <td>51%</td> <td>47%</td> <td>33%</td> </tr> <tr> <td>2012</td> <td>68%</td> <td>57%</td> <td>46%</td> </tr> </tbody> </table> <p>Grades 3 and 4 show greater growth over the past five years. Grade 5 has a flat trajectory line illustrating slower growth.</p>		Grade 3	Grade 4	Grade 5	2008	53%	27%	37%	2009	41%	42%	38%	2010	57%	33%	42%	2011	51%	47%	33%	2012	68%	57%	46%	<p>Reading scores have increased over the last five years, however Gust is still not meeting expectations.</p>	<ul style="list-style-type: none"> There is a lack of consistent progress monitoring and implementation of early interventions and other supports for students. There is a lack of school wide consistency with instructional practices, expectations, and tools.
	Grade 3	Grade 4	Grade 5																								
2008	53%	27%	37%																								
2009	41%	42%	38%																								
2010	57%	33%	42%																								
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p>Overall Science</p> <div style="text-align: center;"> <h3>TCAP Science</h3> <table border="1" style="margin: 10px auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Science</td> <td>19%</td> <td>24%</td> <td>13%</td> <td>14%</td> <td>28%</td> </tr> </table> </div> <p>The percentage of students scoring P/A in Science is inconsistent. The proficient/advanced has increased from 19% in 2008 to 28% in 2012, but dipped by more than 10% in 2010 and 2011.</p>		2008	2009	2010	2011	2012	Science	19%	24%	13%	14%	28%	<p>Science scores increased by 14% in the past year, however they are still not meeting expectations.</p>	<ul style="list-style-type: none"> A lack of vertical alignment in science instructional practices throughout grade levels.
	2008	2009	2010	2011	2012										
Science	19%	24%	13%	14%	28%										
Academic Growth	<p>Overall Math Median Growth Percentile</p> <div style="text-align: center;"> <h3>TCAP Math MGP</h3> <table border="1" style="margin: 10px auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Math</td> <td>56</td> <td>67.5</td> <td>56</td> <td>61.5</td> <td>68</td> </tr> </table> </div>		2008	2009	2010	2011	2012	Math	56	67.5	56	61.5	68	<p>Math median growth percentiles have shown an overall increase in the past five years, however they are inconsistent.</p>	<ul style="list-style-type: none"> Fidelity to EDM curriculum not meeting all students' needs in mastering basic skills. A lack of vertical alignment and consistency incorporating instructional strategies, problem-solving methods, and common language.
	2008	2009	2010	2011	2012										
Math	56	67.5	56	61.5	68										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p>Overall Writing Median Growth Percentile</p> <div style="text-align: center;"> <h3>TCAP Writing MGP</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Writing</td> <td>43</td> <td>65</td> <td>46.5</td> <td>52.5</td> <td>46.5</td> </tr> </table> </div> <p>School Median Growth Percentile in Writing declined from 64% in 2009 to 46.5% in 2012.</p>		2008	2009	2010	2011	2012	Writing	43	65	46.5	52.5	46.5	<p>Writing median growth percentiles have shown an overall increase in the past five years, however they are inconsistent and still not meeting state adequate growth expectations.</p>	<ul style="list-style-type: none"> • Lack of consistency with progress monitoring and interventions • Lack of consistency with identifying Proficient and Advanced Writing • Lack of consistency with instructional language
	2008	2009	2010	2011	2012										
Writing	43	65	46.5	52.5	46.5										
	<p>Overall Reading Median Growth Percentile</p> <div style="text-align: center;"> <h3>TCAP Reading MGP</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Reading</td> <td>46</td> <td>45</td> <td>48</td> <td>50</td> <td>56</td> </tr> </table> </div> <p>The School's Median Growth Percentile in Reading grew from 46% in 2008 to 56% in 2012.</p>		2008	2009	2010	2011	2012	Reading	46	45	48	50	56	<p>Reading median growth percentiles have shown an overall increase in the past five years, however they still are not meeting state adequate growth expectations.</p>	<ul style="list-style-type: none"> • There is a lack of consistent progress monitoring and implementation of interventions and other supports for students. • There is a lack of school wide consistency with instructional practices, expectations, and tools.
	2008	2009	2010	2011	2012										
Reading	46	45	48	50	56										

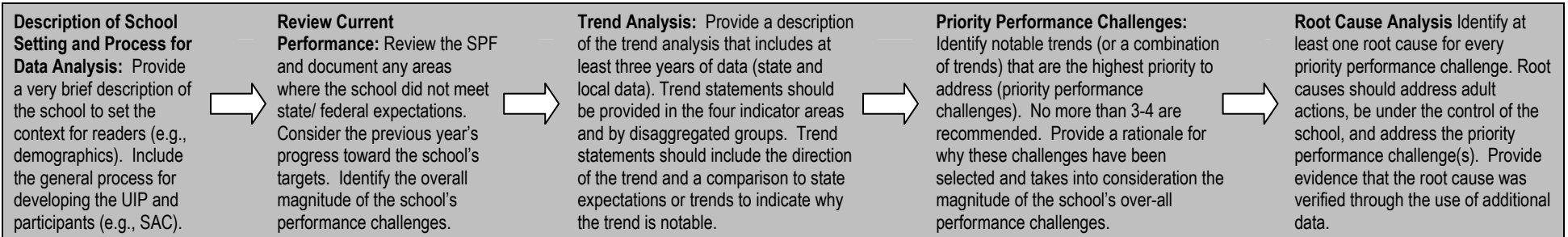
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Academic Growth Gaps	<p>Reading ELL vs. Non-ELL</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td style="color: red;">— Non-ELL</td> <td>43%</td> <td>49%</td> <td>49%</td> <td>50%</td> <td>57%</td> </tr> <tr> <td style="color: blue;">— ELL</td> <td>32%</td> <td>33%</td> <td>40%</td> <td>39%</td> <td>56%</td> </tr> </tbody> </table> </div> <p>The gap between ELL performance on Reading CSAP/TCAP and Non-ELL performance is closing.</p> <p><u>Overall CELA</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th><u>YEAR</u></th> <th colspan="3"><u>GRADE – Level 4 and 5 % combined</u></th> </tr> </thead> <tbody> <tr> <td>2008:</td> <td>3rd -- 3.6%</td> <td>4th -- 6.4%</td> <td>5th -- 15.8%</td> </tr> <tr> <td>2009:</td> <td>3rd -- 35%</td> <td>4th -- 50%</td> <td>5th -- 52%</td> </tr> <tr> <td>2010:</td> <td>3rd -- 52%</td> <td>4th -- 47%</td> <td>5th -- 81%</td> </tr> <tr> <td>2011:</td> <td>3rd -- 62%</td> <td>4th -- 37%</td> <td>5th -- 59%</td> </tr> <tr> <td>2012:</td> <td>3rd -- 79%</td> <td>4th -- 76%</td> <td>5th -- 85%</td> </tr> </tbody> </table> <p>Since CELA Levels 4 and 5 are considered to be the expectation that all ELL students reach, these combined percentages show that grade 3 has made continuous and steady gains, with more inconsistency found in grades 4 and 5.</p>		2008	2009	2010	2011	2012	— Non-ELL	43%	49%	49%	50%	57%	— ELL	32%	33%	40%	39%	56%	<u>YEAR</u>	<u>GRADE – Level 4 and 5 % combined</u>			2008:	3 rd -- 3.6%	4 th -- 6.4%	5 th -- 15.8%	2009:	3 rd -- 35%	4 th -- 50%	5 th -- 52%	2010:	3 rd -- 52%	4 th -- 47%	5 th -- 81%	2011:	3 rd -- 62%	4 th -- 37%	5 th -- 59%	2012:	3 rd -- 79%	4 th -- 76%	5 th -- 85%	<p>Reading scores have increased over the last five years, however Gust is still not meeting expectations.</p>	<ul style="list-style-type: none"> There is a lack of consistent progress monitoring and implementation of interventions and other supports for students. There is a lack of school wide consistency with instructional practices, expectations, and tools.
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2012:	3 rd -- 79%	4 th -- 76%	5 th -- 85%																																										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p>School SPED vs. State SPED</p> <div style="text-align: center;"> <p>TCAP Math MGP</p> <table border="1" style="margin: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>School SPED</td> <td>23.5</td> <td>60.5</td> <td>33</td> <td>46</td> <td>56</td> </tr> <tr> <td>State SPED</td> <td>43</td> <td>43</td> <td>42</td> <td>43</td> <td>44</td> </tr> </tbody> </table> </div> <p>Gust SPED students increased from 23.5% MGP in 2008 to 56% MGP in 2012 scoring above State SPED, but dipped significantly in 2010 resulting in inconsistent growth over time.</p> <div style="text-align: center; margin-top: 20px;"> <p>TCAP Writing MGP</p> <table border="1" style="margin: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>School SPED</td> <td>20</td> <td>46.5</td> <td>14</td> <td>44</td> <td>41.5</td> </tr> <tr> <td>State SPED</td> <td>42</td> <td>40</td> <td>41</td> <td>43</td> <td>44</td> </tr> </tbody> </table> </div> <p>Gust SPED students increased from 20% MGP in 2008 to 41.5% MGP in 2012 below the State SPED growth of 44%, but dipped significantly in 2010 to 14% MGP resulting in inconsistent growth over time.</p>		2008	2009	2010	2011	2012	School SPED	23.5	60.5	33	46	56	State SPED	43	43	42	43	44		2008	2009	2010	2011	2012	School SPED	20	46.5	14	44	41.5	State SPED	42	40	41	43	44	<p>Math median growth percentiles have shown an overall increase in the past five years, however they are inconsistent.</p> <p>Writing median growth percentiles have shown an overall increase in the past five years, however they are inconsistent and still not meeting state adequate growth expectations.</p>	<ul style="list-style-type: none"> • Fidelity to EDM curriculum not meeting all students' needs in mastering basic skills. • A lack of vertical alignment and consistency incorporating instructional strategies, problem-solving methods, and common language. • Lack of consistency with progress monitoring and interventions • Lack of consistency with instructional language • Lack of consistency with identifying Proficient and Advanced Writing.
	2008	2009	2010	2011	2012																																		
School SPED	23.5	60.5	33	46	56																																		
State SPED	43	43	42	43	44																																		
	2008	2009	2010	2011	2012																																		
School SPED	20	46.5	14	44	41.5																																		
State SPED	42	40	41	43	44																																		

Data Narrative for School

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

Data Narrative for School



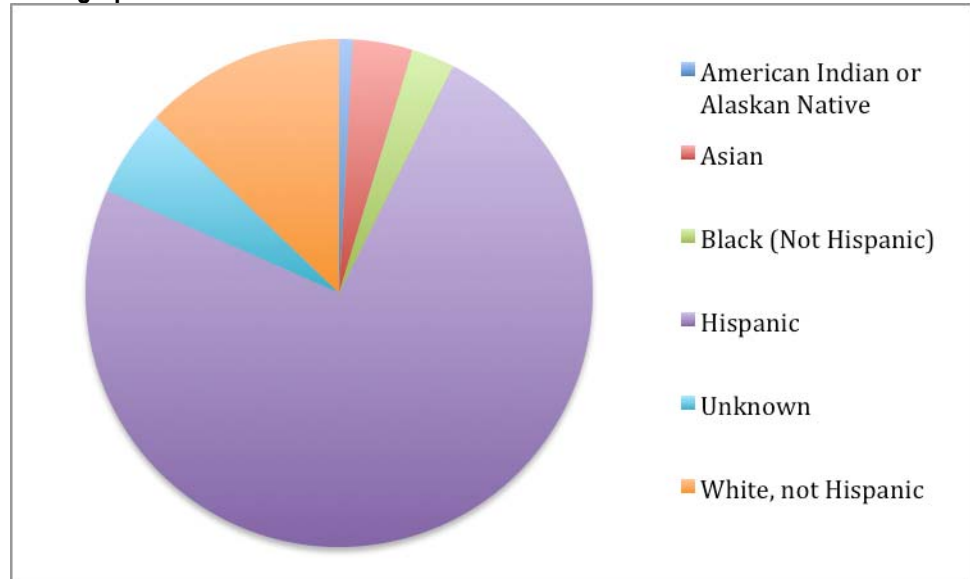
Narrative: In order to fully understand the improvement needs of a school, it is important to understand the make-up of a school and the background behind the established status of the school. Gust is a school that officially Meets Expectations according to the district's School Performance Frameworks (SPF), showing High-Growth. Gust is a magnet school housing a High Achieving/Gifted and Talented program for identified students, as well as students scoring above grade level. Additionally, Gust is recognized as a Title I school with a 93% FRL rate. The school serves approximately 680 students with 52% of the student population categorized as ELLs. All teachers are ELA-E and/or ELA-S endorsed which provides students with additional support while acquiring English as a second language. Many early childhood programs are offered at Gust, including seven full-day classrooms of ECE serving three and four-year-olds (five with English instruction and two with Spanish instruction). Gust's early childhood programs also include one Advanced Kindergarten, and three Full-Day Kindergarten classes. In order to provide students with well-rounded educational opportunities, Gust offers students PE, formal art instruction, and music several times a week. In addition to the above academic and enrichment programs, Gust continually works to provide students with a safe and supportive environment through participation in the Colorado Department of Education's Positive Behavior Supports program.

Gust Student Population: As the 2012-13 school year begins Gust Elementary School has 680 students enrolled, and has experienced a significant increase in enrollment over the past several years, serving over 200 additional students than in 2006 or 2007.

School Year	Total Students
2006	485
2007	458
2008	471
2009	561
2010	619
2011	656
2012	680
2013	731 projected

Ethnic/racial representation at Gust Elementary School includes 1% American Indian, 4% Asian, 3% Black, 74% Hispanic and 13% White. Additionally, Gust is referred to as a Hard-to-Serve School because of such a large percentage of students qualifying for free or reduced lunch (FRL); 93% of the students are identified FRL. Second language learners at Gust make up approximately 60% of the population, identified for ELL services. The special education staff serves approximately 10% of the students. Gifted and highly gifted students make up approximately 15% of the student body.

Demographics:



American Indian or Alaskan Native	6
Asian	26
Black (Not Hispanic)	19
Hispanic	508
Unknown	38
White, not Hispanic	88
Grand Total	685

Historical Attendance

	All Grades	00	01	02	03	04	05	ECE
2005-06	93.22%	92.35%	92.90%	93.58%	94.00%	92.30%	94.15%	92.54%
2006-07	94.12%	93.50%	93.71%	93.91%	94.86%	95.40%	93.48%	91.74%
2007-08	92.57%	90.28%	91.50%	93.59%	93.88%	93.42%	93.67%	89.19%
2008-09	93.31%	92.18%	93.23%	93.73%	94.29%	94.16%	93.91%	91.24%
2009-10	92.61%	91.77%	93.37%	95.65%	93.55%	94.27%	93.87%	88.98%
2010-11	93.36%	92.62%	93.63%	94.04%	95.10%	93.90%	95.00%	91.01%
2011-12	94.10%	93.31%	94.61%	94.27%	94.98%	95.37%	94.13%	92.86%
2012-13								

Gust's School Leadership Team and Collaborative School Committee (including parent representatives) began meeting together in August 2012 to review 2010-11 and 2011-12 student academic performance and discuss the correlation between existing practices and performance results. Specific data was reviewed and discussed as the teams engaged in root cause analysis. Specifically, the student CSAP/TCAP data shows a consistent yearly increase beginning in 2007 with 40% P/A in Math to 69% P/A in 2012. While Gust was at 19% P/A in Writing in 2007 increased to the performance of 39% P/A in 2012. Gust had 32% of students P/A in Reading in 2007 and consistently increased the proficiency number to 56% P/A in 2012. The CSAP/TCAP Frameworks were analyzed in regards to specific skill strengths and weaknesses, as well as priorities in regards to the points allotted to each skill set. The team developed a chart for each subject area's high-priority areas labeling the areas where Gust lost more than 50% of the points. In February 2012, the School Leadership Team and Collaborative School Committee reviewed mid-year results from interim assessments and STAR testing to monitor progress. The teams adjusted action steps as necessary based on the results. The teams will conduct a similar annual review.

2010, 2011, and 2012 Gust High Priority Reading CSAP Assessment Frameworks

GRADE 3	GRADE 4	GRADE 5
<ul style="list-style-type: none"> √ Summarize text passages – 7 points - 37% 5 points – 30% 2 points – 25% * Identify main idea and find information to support particular ideas 14 points - 50% 8 points – 32% 12 points – 53% * Draw inferences using contextual clues 15 points - 55% 21 points - 41% 19 points – 60% * Use word recognition skills and resources for comprehension. 10 points - 56% 10 points – 51% 10 points – 67% <p>√ - less than 50% of the points earned * - highest percentage of points over 3 years Percentage indicates the percentage of students earning between 51-100% of the points possible</p> <p>Black – 2010 CSAP Data Red – 2011 CSAP Data Green – 2012 TCAP Data</p>	<ul style="list-style-type: none"> * Identify main idea and supporting details. 12 pts - 56% 9 points – 42% 9 points – 68% √ Draw inferences using contextual clues. 3 points - 49% 8 points – 42% 10 points – 47% * Use word recognition skills and resources for comprehension. 10 points - 52% 10 points – 61% 12 points – 80% √ Make predictions and draw conclusions 6 points - 48% 9 points – 48% 11 points- 46% √* Use organizational features of text (page numbers, alphabetizing, glossary, table of context, chapter heading, index captions) to locate info 6 points - 41% 5 points – 74% 5 points – 73% * Setting, plot, character, problem, solution 7 pts - 39 % 7 points – 50% 12 points – 80% 	<ul style="list-style-type: none"> √* Identify main idea and supporting details 15 points - 43% 10 points – 35% 9 points – 51% * Word recognition skills/resources for comprehension 10 points - 57% 10 points – 48% 10 points – 68% √ Determine author's purpose. (8 points - 47%) 5 points – 63% 4 points – 35% √ Make predictions and draw conclusions 4 points - 43% 10 points – 35% 6 points – 40% * Use organizational features of printed text (page numbering, alphabetizing, glossary, table of context, chapter heading, indexes captions) to locate information. 8 points - 56% 4 points – 18% 6 points – 49% √* Setting, plot, character, problem, solution 6 pts - 42% 11 points – 27% 15 points – 45%

2010, 2011, and 2012 Gust High Priority Writing CSAP Assessment Frameworks

GRADE 3	GRADE 4	GRADE 5
<p>* Write and speak for a variety of purposes 12 points - 64% 12 points – 90% 12 points – 86%</p> <p>* Appropriate word choice 6 points -75% 5 points – 81% 5 points – 55%</p> <p>* Grammar 11points - 70% 9 points – 76% 10 points – 80%</p> <p>* Capitalization 7 points - 71% 6 points – 91% 6 points – 85%</p> <p>√ - less than 50% of the points earned * - highest percentage of points over 3 years Percentage indicates the percentage of students earning between 51-100% of the points possible</p> <p>Black – 2010 CSAP Data Red – 2011 CSAP Data Green – 2012 TCAP Data</p>	<p>√* Write and speak for a variety of purposes 8 points - 47% 8 points 41% 8 points – 53%</p> <p>√* Three 4-point essays - SCRs 12 points - 48% 13 points – 68% 12 points – 62%</p> <p>Vocabulary 7 points - 60% earned 6 points - 80% 6 points – 60%</p> <p>* Subject / verb agreement 9 points - 68% 6 points – 66% 5 points – 92%</p> <p>* Correct modifiers 8 points - 70% 10 points – 89% 7 points – 94%</p> <p>√* Punctuation 10 Points - 49% 6 points – 73% 10 points – 84%</p>	<p>√* Write and speak for a variety of purposes 8 points - 49% 8 points – 32% 8 points – 29%</p> <p>* Three 4-point essays - SCRs 12 points - 53% 12 points – 32% 12points – 53%</p> <p>Subject / verb agreement 9 points - 66% 10 points – 71% 5 points – 79%</p> <p>* Write in complete sentences 10 points - 73% 7 points – 76% 8 points – 56%</p> <p>* Punctuation 6 points - 65% 9 points – 74% 13 points – 77%</p>

2010, 2011, and 2012 Gust High Priority Math CSAP Assessment Frameworks

<p>✓ Various displays of data, interpret, draw conclusions 1 point possible - 44% 1 point – 87% 4 points – 38%</p> <p>Combinations of matching pictures 2 points - 57%</p> <p>* Measurement in inches and centimeters 4 points - 52% 3 points – 31% 2 points – 46%</p> <p>* Addition and subtraction 2-digit numbers using, diagrams, numbers, or words 3 points - 52% 3 points – 62% 3 points – 51%</p> <p>↪ * Three basic operations of whole numbers - addition, subtract, multiplication 3 points - 70% 1 point – 81% 1 point – 54%</p> <p>↪ Strength 65% or more of points earned ✓ Weakness less than 50% of the points earned * highest percentage of points over 3 years</p> <p>Percentage indicates the percentage of students earning between 51-100% of the points possible</p> <p>Black – 2010 CSAP Data Red – 2011 CSAP Data Green – 2012 TCAP Data</p>	<p>Visual representation decimal fractions with common and uncommon denominators 1 point - 59% 5 points – 97%</p> <p>* Patterns 7 points - 62% 5 points – 80% 6 points – 81%</p> <p>* Tables and graphs 4 points - 63% 3 points – 38% 7 points – 66%</p> <p>* Perimeter and Area 4 points - 61% 1 point – 49% 2 points – 33% 3 points – 86% 1 point – 78%</p> <p>↪ Conceptual meaning - addition, subtraction, multiplication, division 4 points - 65% 4 points – 46% 3 points – 62%</p> <p>↪ * Four basic operations of whole numbers 4 points - 70% 4 points – 77% 6 points – 94%</p>	<p>* Geometric numeric patterns 8 points - 57% 4 points – 50% 5 points – 65%</p> <p>✓ * Problem solving using patterns tables, graphs 2 points - 32% 2 points – 33% 2 points – 41%</p> <p>✓ Tables, charts, pictures - linear relationships and whole numbers 2 points - 41% 6 points – 42% 7 points – 62%</p> <p>* Organize, construct, interpret data, using tables, charts, graphs 8 points - 62% 6 points – 44% 2 points – 43%</p> <p>↪ Read, interpret, draw conclusions from various displays of data 1 point - 68% 4 points – 17% 5 points – 60%</p> <p>* Addition, subtraction, multiplication, division of whole numbers 4 points - 61% 4 points – 68% 4 points – 83%</p> <p>Use/explain strategies to add and subtract decimals 3 points - 55% 4 points – 49% 3 points – 90%</p>
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Title I Schoolwide:

Parent, student, and teacher overall satisfaction with Gust has continued to improve over the past two years. The 2012 School Satisfaction Survey indicated that there is 84% satisfaction with the school with a 92% Response Rate. School culture, collaboration, teamwork, and providing a safe and positive learning environment continues to be a Gust focus.

Since Gust is a Title I school it is important to document the different activities and events planned to promote community involvement and informing the community of the school's progress and status. The SLT has been working on the promotion of community involvement and activities for several years, and have increased community attendance each year. The action plan was developed by the SLT and staff, and is included as the final section of the UIP.

Growth Summary:

Gust students *exceeded* the district growth median in math with a 68% growth percentile, and increased the Median Growth Percentile in Reading from the 50th percentile to the 56th percentile, but showed a decline from the 53rd percentile to the 47th Student Median Growth Percentile in Writing in 2012 while showing an overall increase in writing proficiency from 35% to 39% Proficient/Advanced. Similarly, 64.10% of the students were on track to Catch Up in math, while 44.44% qualified for Catch Up in reading and 42.86% in writing. Gust students scored much stronger in regards to Keep Up with 80% Keeping Up in math, 83.05% in reading, but only 57.69% in writing. Growth was consistent in math and reading across the three most recent years, however writing scores over the last three years have been very inconsistent, especially with the SPED population. Meanwhile, Gust's ELL population has found more consistency in writing and exceeded the state median growth percentile for the past two years in a row.

Root Cause: Low and Inconsistent Achievement and Growth

Through data analysis and discussion the School Leadership Team identified a lack of alignment as a root cause impacting all content areas. The leadership team broke into groups, each assigned to one content area. Each group used the Five-Why's process to begin the work needed to identify the root causes of the trend data. The groups each documented the entire process to share out with the whole group. The group offered suggestions and recommendations promoting a revision process and an opportunity to refine the root causes.

This analysis led Gust to identify the following root causes:

1. There is a lack of school wide consistency with instructional reading practices, expectations, and tools.
2. Fidelity to the EDM Curriculum is not meeting all students' needs in mastering basic skills, specifically math number sense and computation.
3. Lack of consistency with progress monitoring and interventions, lack of consistency with common language and lack of consistency with identifying proficient/advanced writing at each grade level.

Verification of Root Cause:

The initial conversations held during joint School Leadership Team and Collaborative School Committee Meetings led the team to examine what daily practices looked like in classrooms with regard to instruction and grade level expectations. The next steps moved beyond the SLT and CSC to the Primary and Intermediate Data Team Meetings where additional data from teachers was collected confirming the lack of common grade level expectations and vertical alignment.

Reflection on the 2012-13 School Year:

Professional development was provided to teachers throughout the year with a focus on the CCSS. The staff earned a PDU with a self-reflective/team-building beginning of the year reading of *Ho Full is Your Bucket*, by Tom Rath and Donald O. Clifton, Ph.D. (2011). The school PDU continued with the staff reading and applying new ideas learned from *Pathways to the Common Core*, by Lucy Calkins, Mary Ehrenworth, and Christopher Lehman (2012). Additionally, Data Teams met every week throughout the school year (Primary, Intermediate Literacy, and Intermediate Math) to look at student work with the charge of establishing a common understanding of grade level proficiency and overall alignment of expectations and instructional strategies from Kindergarten through 5th Grade. SMART Goals were developed by each teacher throughout the year on a six-week cycle and presented to the group with a focus on instructional strategies used and student work samples.

Consultant, Debbie Milner, worked with individual teachers modeling and coaching around Literacy practices in effort to promote common aligned instruction. Debbie Milner also worked with grade level teams by facilitating Lesson Studies using district IUnits in order to enhance each teachers' understanding of the newly developed/implemented lessons to promote the preparedness of teachers making the shift to CCSS and overall effectiveness of instructional delivery for students.

For the past five years, the Gust Staff has worked collaboratively in teams and whole group on developing and maintaining a positive climate and culture. Teacher Perception Surveys continue to illustrate that Gust Teachers perceive the climate to be positive and supportive of the challenging work and of putting students first. The most recent 2013 Teacher Perception Survey results show that 91% of the teachers perceive the school Effective/Very Effective in being "a place that feels safe for acknowledging mistakes, learning and exploring growth opportunities." In an effort to continue the work of promoting a positive climate and culture, Gust partnered with Culture and Equity Consultant, Bill de la Cruz, to guide the critical self-reflection and open discussions around culture, equity, biases, trust, and community.

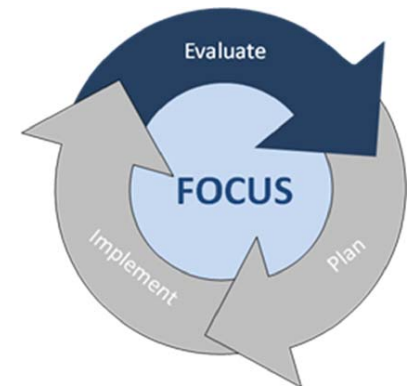
Section IV: Action Plan(s)

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	Measures/ Metrics	Priority Performance	Annual Performance Targets	Interim Measures for	Major Improvement
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Indicators		Challenges	2012-13	2013-14	2012-13	Strategy	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	<p>CSAP/TCAP 2008 – 37% P/A 2009 – 40% P/A 2010 – 44% P/A 2011 – 44% P/A 2012 – 56% P/A</p> <p>Reading scores have increased over the past five years, however at 56% Proficient and Advance as measured by CSAP/TCAP. Gust is still not meeting state expectations (71.65%)</p>	Increase proficiency from 56% to 63%	Increase Proficiency to 69%	<p>December Interim - Proficiency at 60% Mid-Year = 54%</p> <p>DPS STAR Assessment</p> <p>DRA/EDL Progress Monitoring tool – Grade Level Expectations pre, mid, post (3 times a year)</p>	<p>Provide professional development to teachers in order to promote consistent Guided Reading practices.</p> <p>Implementation of school-wide writing focus on summaries and short constructed responses, in order to promote overall writing ability and the ability to identify the main idea, sequence, and critical literature components – in order to increase overall reading skills, as well.</p> <p>Provide professional development to teachers to promote a better understanding of the Common Core State Standards, as well as to address effective strategies for incorporating the required instructional shifts.</p>
		M	<p>CSAP/TCAP 2008 – 43% P/A 2009 – 52% P/A 2010 – 56% P/A</p>	Increase proficiency from 69% to 72%	Increase proficiency to 77%	<p>December Interim - Proficiency at 71% Mid-Year = 67%</p>	Implement Everyday Mathematics (ECE-5) curriculum with a focus on Number Sense and

			<p>2011 – 60% P/A 2012 – 69% P/A</p> <p>Math scores have increased over the past five years, however at 69% Proficient and Advance as measured by CSAP/TCAP Gust is still not meeting state expectations (70.89%).</p>			<p>Six-Week Data Cycle in Data Teams with specific focus on Number Sense and Computation</p>	<p>Computation.</p> <p>Provide professional development to teachers to promote a better understanding of the Common Core State Standards, as well as to address effective strategies for incorporating the required instructional shifts.</p>
		W	<p>CSAP/TCAP 2008 – 25% P/A 2009 – 37% P/A 2010 – 29% P/A 2011 – 35% P/A 2012 – 39% P/A</p> <p>Writing scores have increased over the past five years, however at 39% Proficient and Advance as measured by CSAP/TCAP Gust is still not meeting state expectations (53.52%).</p>	<p>Increase proficiency from 39% to 42%</p>	<p>Increase proficiency to 46%</p>	<p>December Interim - Proficiency at 41% Mid-Year = 54%</p> <p>Student writing samples</p> <p>DLI Unit Tests every six weeks</p>	<p>School wide focus on improving student achievement in writing by focusing professional development on best practices in writing workshop, analyzing student writing using Common Core State Standards aligned rubrics and vertical data team SMART goals focused on student writing.</p> <p>Provide professional development to teachers to promote a better understanding of the Common Core State</p>

							Standards, as well as to address effective strategies for incorporating the required instructional shifts.
		S	<p>CSAP/TCAP 2008 – 19% P/A 2009 – 24% P/A 2010 – 13% P/A 2011 – 14% P/A 2012 – 28% P/A</p> <p>Science scores have increased, however at 28% P/A Gust is still not meeting state expectations of 47.53%.</p>	Increase proficiency from 28% to 36%	Increase proficiency to 44%		
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	<p>CSAP/TCAP 2008 – 37% P/A 2009 – 40% P/A 2010 – 44% P/A 2011 – 44% P/A 2012 – 56% P/A</p> <p>Reading scores have increased over the past five years, however at 56% Proficient and Advance as measured by CSAP/TCAP Gust is still not meeting state</p>	Increase growth from 56 to 60 MGP	Increase growth from 60 to 65 MGP	DPS STAR Assessment DRA/EDL Progress Monitoring tool – pre, mid, post (3 times a year)	<p>Provide professional development to teachers in order to promote consistent Guided Reading practices.</p> <p>Implementation of school-wide writing focus on summaries and short constructed responses, in order to promote overall writing ability and the ability to identify the main idea, sequence, and critical literature components – in order to</p>

			expectations (71.65%)				increase overall reading skills, as well. Provide professional development to teachers to promote a better understanding of the Common Core State Standards, as well as to address effective strategies for incorporating the required instructional shifts.
		M	<p>CSAP/TCAP 2008 – 43% P/A 2009 – 52% P/A 2010 – 56% P/A 2011 – 60% P/A 2012 – 69% P/A</p> <p>Math scores have increased over the past five years, however at 69% Proficient and Advance as measured by CSAP/TCAP. Gust is still not meeting state expectations (70.89%).</p>	Increase growth from 68 to 75 MGP	Increase growth from 75 to 80 MGP	<p>Interim Assessments (3 times a year)</p> <p>EDM Unit Tests every six weeks</p> <p>Six-Week Data Cycle in Data Teams with specific focus on Number Sense and Computation</p>	<p>Implement Everyday Mathematics (ECE-5) curriculum with a focus on Number Sense and Computation.</p> <p>Provide professional development to teachers to promote a better understanding of the Common Core State Standards, as well as to address effective strategies for incorporating the required instructional shifts.</p>
		W	<p>CSAP/TCAP 2008 – 25% P/A 2009 – 37% P/A 2010 – 29% P/A</p>	Increase growth from 46.5 to 60 MGP	Increase growth from 60 to 65 MGP	<p>Interim Assessments (3 times a year)</p> <p>Monthly student writing</p>	School wide focus on improving student achievement in writing by focusing professional

			<p>2011 – 35% P/A 2012 – 39% P/A</p> <p>Writing scores have increased over the past five years, however at 39% Proficient and Advance as measured by CSAP/TCAP Gust is still not meeting state expectations (53.52%).</p>			<p>samples</p> <p>DLI Unit Tests every six weeks</p>	<p>development on best practices in writing workshop, analyzing student writing using Common Core State Standards aligned rubrics and vertical data team SMART goals focused on student writing.</p> <p>Provide professional development to teachers to promote a better understanding of the Common Core State Standards, as well as to address effective strategies for incorporating the required instructional shifts.</p>
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M	<p>Since the school's 2012 results for SPED, 56% MGP, did not meet the target of 60% MGP, the school needs to increase SPED growth.</p>	<p>Increase growth from 56 to 65 MGP</p>	<p>Increase growth from 65 to 70 MGP</p>	<p>Interim Assessments</p> <p>EDM Unit Tests every six weeks</p> <p>Six-Week Data Cycle in Data Teams with specific focus on Number Sense and Computation</p>	<p>Implement Everyday Mathematics (ECE-5) curriculum with a focus on Number Sense and Computation.</p> <p>Provide professional development to teachers to promote a better understanding of the Common Core State Standards, as well as to</p>

							address effective strategies for incorporating the required instructional shifts.
		W	Since the school's 2012 results for SPED, 41.5% MGP, did not meet the target of 60% MGP, the school needs to increase SPED growth.	Increase growth from 41.5 to 55 MGP	Increase growth from 55 to 60 MGP	Interim Assessments Monthly student writing samples DLI Unit Tests every six weeks	School wide focus on improving student achievement in writing by focusing professional development on best practices in writing workshop, analyzing student writing using Common Core State Standards aligned rubrics and vertical data team SMART goals focused on student writing. Provide professional development to teachers to promote a better understanding of the Common Core State Standards, as well as to address effective strategies for incorporating the required instructional shifts.
Post Secondary & Workforce	Graduation Rate						
	Disaggregated Grad Rate						

Readiness	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: Provide professional development to teachers in order to promote consistent Guided Reading practices. Implementation of school-wide writing focus on summaries and short constructed responses, in order to promote overall writing ability and the ability to identify the main idea, sequence, and critical literature components – in order to increase overall reading skills, as well. Provide professional development to teachers to promote a better understanding of the Common Core State Standards, as well as to address effective strategies for incorporating the required instructional shifts.

Root Cause(s) Addressed: There is a lack of school wide consistency with instructional practices, expectations, and tools.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Professional development provided to each grade level, to include individual coaching, modeling, peer observations, and progress monitoring with a specific focus on Guided Reading practices.	September 2012 – May 2013	Consultant, Debbie Milner Facilitator DTR Coordinator Teacher Leaders Teachers	\$15,000 (local funds) \$1000 for substitutes to enable teachers to participate in Lesson Study, as well as take part in Peer Observations	<ul style="list-style-type: none"> Professional Development Plan Peer Observations promote reflective practices through feedback sessions 	In progress
Using the literacy block to implement a flooding model - providing strategic groupings in order to differentiate instruction to meets individual needs <ul style="list-style-type: none"> Provide interventions to small groups, such as LLI, WILSON, Foundations, Read 	Ongoing vertical meetings throughout the school year to	Humanities Facilitator Classroom teachers Teacher librarian Special education	LLI Daily Oral Language materials Houghton Mifflin	Monitor list of strategically grouped students targeting skill gaps Progress monitoring	Ongoing

<p>Naturally</p> <ul style="list-style-type: none"> • Train paraprofessionals to enhance their work with small groups of students • Utilize classrooms with Lead Teacher and Denver Teacher Residents (DTRs) for additional adult support - smaller adult/student ratio • Incorporate AR into Literacy Blocks • Develop consistent practices • SMART Goals written every six weeks and progress monitored throughout 	<p>develop and maintain common practices</p> <p>Bi-weekly Data meetings</p>	<p>teachers Paraprofessionals DTR's G/T Director Interventionist</p>	<p>Library books for library and classrooms AR program Carmel Hill ELL materials Avenues workbooks Listening Centers DLI in English/Spanish</p>	<p>using DRA, DIBELS, STAR testing, Guided Reading notes - used to move students every six weeks as needed based on individual growth</p> <p>Interim Assessments</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>Platooning to maximize differentiation and content specialization in specific grade levels</p> <ul style="list-style-type: none"> • Train teachers and paraprofessionals in reading interventions, such as Foundations, Read Naturally, and Imagine Learning, to increase the effectiveness of small group intervention work. • Specific content training and focus • Utilize classrooms with Lead Teacher and Denver Teacher Residents (DTRs) for additional adult support - smaller adult/student ratio 	<p>Ongoing grade level and vertical (content) meetings throughout the school year to develop and maintain common practices</p>	<p>Humanities Facilitator Classroom teachers Teacher librarian Special education teachers Paraprofessionals DTR's G/T Director Interventionist</p>	<p>Literacy Guides Daily Oral Language materials Library books for library and classrooms AR program Carmel Hill ELL materials Avenues workbooks DLI in Spanish</p>	<p>Progress monitoring using DRA, DIBELS, STAR testing, Guided Reading notes - used to move students every six weeks as needed based on individual growth</p> <p>Interim Assessments</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>Lesson Studies (Gr. K-2) have been scheduled throughout the year to support adult learners in identifying effective practices, which connect to the school's UIP. Teachers will focus on best practices related to literacy instruction.</p> <p>A Lesson Study Overview and facilitated Lesson Study</p>	<p>Sept. 3-5th Gr. Nov. Kinder Jan. 1st Gr. March 2/3 Gr. April Kinder</p>	<p>Consultant DTR Coordinator Teacher Leaders Classroom teachers DTR's Administrators</p>	<p>Identify a location and schedule for each Lesson Study</p> <p>Complete a coaching cycle with Lead Teachers</p> <p>Guest Teachers</p>	<p>Observation Data through Lesson Study Sessions.</p> <p>Progress Monitoring through Data Teams</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Focus on a transition from conversational English to</p>	<p>Ongoing</p>	<p>Humanities Facilitator</p>	<p>Literacy Intervention program</p>	<p>DLI Unit Assessments</p>	<p>Ongoing</p>

<p>Academic English with all students.</p> <ul style="list-style-type: none"> • Use Houghton Mifflin to support daily language and grammar instruction • Use Daily Oral Language • Use the Gust Scope and Sequence for Grammar instruction • Analyze data for ELA-S and identify systemic strategies to support successful transition • Use sheltering and scaffolding techniques for ELL students to systematically and sequentially advance English language skills • Provide structured opportunities for students to practice oral presentation in English with cross ability groupings • ELD focus on vocabulary and grammar • Integrate speaking and listening to assist with the expectations of CELA • Implement Imagine Learning for all identified struggling ELL readers 	<p>throughout the school year</p> <p>October - ISA Team attended Training</p> <p>Implement 80-minutes/week for each student -- Imagine Learning</p>	<p>Teacher Leaders Classroom teachers Teacher librarian Special education teachers Paraprofessionals DTR's G/T Director Interventionist</p> <p>Teachers</p>	<p>Daily Oral Language materials Library books for library and classrooms AR program Carmel Hill ELL materials Avenues workbooks Listening Centers DLI in Spanish Common Rubrics Benchmark exams and a variety of reports Rubric posters Kid Friendly thesauri</p> <p>Title III Resources</p>	<p>Begin process for new teachers to become ELA-E certified</p> <p>Send ISA Team to district training</p> <p>Train Teachers in Imagine Learning</p> <p>Lesson Studies</p> <p>Interim Assessments</p> <p>Imagine Learning Data Reports</p>	<p>In progress</p> <p>Completed October 2012</p> <p>Completed September 2012</p> <p>In progress</p> <p>In progress</p> <p>Ongoing</p>
<p>Use a variety of approaches and strategies for monitoring student success and revising for instruction:</p> <ul style="list-style-type: none"> • Progress monitoring guided by SMART Goals • District Literacy plans • Data analysis to identify essential areas of need • Use of Interims to assist students with self-monitoring to improve reading skills 	<p>Data Analysis beginning August 2012</p> <p>Ongoing vertical data team meetings</p>	<p>Humanities Facilitator Classroom teachers Teacher librarian Special education teachers Paraprofessionals DTR's</p> <p>G/T Director Interventionist</p>	<p>Rubric posters Common Rubrics DRA data DIBELs Data CELA data</p>	<p>Interim Assessments</p> <p>DIBELs progress monitoring results for targeted students</p> <p>DRA / EDL data</p> <p>STAR assessment</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>In Progress</p> <p>Ongoing</p>
<p>Quality professional learning, specifically focused on promoting the instructional shifts required by the</p>	<p>Ongoing throughout the school year</p>	<p>Administrators Teacher Leaders</p>	<p>Teacher Leaders facilitating Data Team Meetings to work collaboratively discussing</p>	<p>Teacher Effectiveness Framework school wide rating average for</p>	<p>In progress</p>

<p>new Common core State Standards:</p> <ul style="list-style-type: none"> • Incorporate training modules into school-year professional development plan • Plan and implement first professional development at school to introduce entire school to the PD work for the year. • Do needs assessment to determine area in which to begin instructional conversations related to Guided Reading. • Purchase <u>Pathways to the Common Core</u> (Calkins, Ehrenworth, & Lehman, 2012) for whole staff PDU. • Training as needed in Literacy intervention program (i.e., Flying Start, LLI, Imagine Learning) • WIDA training • Training in guided reading best practices • Training for new teachers and review for identified teachers • Data team meetings on a regular basis • Training in STAR 	<p>through weekly Data Team Meetings, monthly staff trainings and Data Team Meetings</p>	<p>Support Staff Classrooms Teachers Special Teachers Paraprofessionals PCK Committee</p>	<p>student progress and the Common Core</p> <p>District CCSS Turnkey Training Modules</p> <p>Staff Development Budget to afford purchased books for staff</p>	<p>Instructional indicators</p> <p>Teacher reflections on the school wide PDU experience.</p> <p>Interim Assessments</p> <p>CELA</p> <p>AR Data</p> <p>STAR Data</p>	<p>In progress</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Ongoing Data Analysis used to guide instruction:</p> <ul style="list-style-type: none"> • Data analysis led teachers to identify Reading ECE-Gr.2 need for focus: <ul style="list-style-type: none"> ○ Develop quick-check assessments to progress monitor areas of focus ○ Lesson Study - modeling/observing areas of focus within Guided Reading instruction ○ Coaching Model – primary grade teachers to include observations, feedback, one-on-one modeling, peer observations 	<p>Ongoing throughout the school year through weekly Data Team Meetings and Learning Labs</p>	<p>Classroom Teachers Lead Teachers</p> <p>Paraprofessionals</p> <p>Facilitator</p>	<p>Curriculum Planning Guides</p> <p>Vertically aligned teacher-made assessments</p> <p>Lesson Study model</p> <p>Literacy Block scheduled within the Master Schedule</p> <p>Complete a coaching cycle with Lead Teachers before</p>	<p>Teacher Leaders facilitating Data Teams; developed weekly agendas and meeting protocols.</p> <p>Interim Assessments</p> <p>Teacher-made assessments</p> <p>STAR Assessment</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

<ul style="list-style-type: none"> • Data Analysis led teachers to identify Gr.3-5 Reading need for focus on Main Idea and Supporting Details: teachers identifying content standards, objectives, and lessons addressing Main Idea and supporting Details <ul style="list-style-type: none"> ○ Develop quick-check assessments to progress monitor areas of focus ○ Lesson Study - developing/observing lessons and how the instructional practices look in a classroom setting ○ Literacy Block - using flooding model to provide additional adult guidance for small groups in support of areas of focus 			<p>each lesson study.</p> <p>Guest Teachers to cover participating teachers.</p>	<p>Guided Reading teacher Running Records</p> <p>Lesson Study findings and results in connection with instructional practices</p>	<p>Ongoing</p> <p>In progress</p>
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* 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: Implement Everyday Mathematics (ECE-Grade 5) curriculum with focus on Number Sense and Computation.

Root Cause(s) Addressed by the Major Improvement Strategy: Implement Everyday Mathematics (ECE-5) curriculum with a focus on Number Sense and Computation. Provide professional development to teachers to promote a better understanding of the Common Core State Standards, as well as to address effective strategies for incorporating the required instructional shifts.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Develop computational fluency and practice at a minimum of 2-3 times a week (ECE-Grade 2) or once a week (Grades 3-5) including basic math drills.	August -May	Classroom teachers Special Education teachers	Flash cards and additional math tools	Computation Skills at each grade level Consistent computation algorithms	Ongoing Ongoing
Maximize differentiation in specific grade levels <ul style="list-style-type: none"> • Platooning • Train paraprofessionals to enhance their work with small groups of students, with a specific focus on Number Sense and Computation. • Specific content training and focus • Utilize classrooms with Lead Teacher and Denver Teacher Residents (DTRs), Student Teachers, and UNC Paraprofessionals for additional adult support - smaller adult/student ratio to focus on Number Sense and Computation 	Ongoing grade level and vertical (content) meetings throughout the school year to develop and maintain common practices	Origo Consultant Classroom teachers Special Education teachers School Tech rep Appropriate teachers involved in platooning Paraprofessionals	Common Grade Level planning	Interim Assessments Staff development provided in regards to guided math small group work	In progress Ongoing
Use of a variety of ongoing assessment approaches and strategies: <ul style="list-style-type: none"> • Students and teachers analyze constructed response items and Instructional Tasks 	Ongoing throughout the school year	Classroom teachers Special Education	Math CR exemplars State, district and Everyday	Interim Assessments Progress check for Everyday Math as	Ongoing

<p>using District Rubrics to assess student progress.</p> <ul style="list-style-type: none"> • Use of Interim Assessment data to assist students with self-monitoring to improve math content areas • Use of exemplars and anchor responses to assist in student math skills of estimation, word problems, place value, and measurement. • Use of Everyday Mathematics Progress Checks to assist students with self-monitoring to improve specific math content areas 		<p>teachers</p> <p>School Tech rep</p> <p>Platooning Math teachers</p>	<p>Math rubrics</p> <p>Benchmark exams and a variety of reports from SchoolNet</p> <p>Constructed Response Rubrics</p>	<p>needed within the program guidelines</p> <p>Checkpoints for mastery of math facts</p> <p>Everyday Math unit tests and end-of-year assessment</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Provide quality professional learning:</p> <ul style="list-style-type: none"> • Data team meetings • Collaborative work regarding common expectations and vertical alignment • Teacher review and discuss district Essential Learning Goals 	<p>Weekly</p> <p>Ongoing</p>	<p>Classroom teachers</p> <p>Special Education teachers</p> <p>School Tech rep</p> <p>Platooning Math teachers</p>	<p>Origo Consultant</p> <p>Trained Teacher Leader</p>	<p>Teacher Leaders facilitating Data Teams; developed weekly agendas and meeting protocols.</p> <p>Staff development provided for guided math small group work</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>Vertical alignment in math</p> <ul style="list-style-type: none"> • Creation of vertically aligned anchor charts for math problem-solving. B.U.I.L.D Poster • Implement B.U.I.L.D. strategy for using consistent and aligned problem-solving strategies in all classrooms K – 5. 	<p>Aug. – Oct.</p> <p>Create Primary and Intermediate B.U.I.L.D. Posters</p>	<p>K – 5 Math Teachers</p>	<p>\$500 from school budget for the cost of printing and distributing the posters to all classrooms.</p>	<p>Students will be able to reference the B.U.I.L.D. acronym posters in all classrooms in order to explain their problem-solving process</p>	<p>Completed</p> <p>Ongoing</p>
<p>Lesson Studies (Gr. 3-5) to support adult learners in developing rigorous lessons and identifying effective practices. Teachers will focus on best practices related to math instructional tasks.</p> <p>Overview and facilitated Lesson Study</p>	<p>April – 3-5th Gr.</p>	<p>Consultant</p> <p>DTR Coordinator</p> <p>Teacher Leaders</p> <p>Classroom teachers</p> <p>DTR's</p> <p>Administrators</p>	<p>Identify a location and schedule for each Lesson Study</p> <p>Complete a coaching cycle with Lead Teachers</p> <p>Guest Teachers</p>	<p>Observation Data through Lesson Study Sessions.</p> <p>Progress Monitoring through Data Teams</p>	<p>Scheduled for April 2013</p>

Major Improvement Strategy #3: School wide focus on improving student achievement in writing by focusing professional development on best practices in writing workshop, analyzing student writing using Common Core State Standards aligned rubrics and vertical data team SMART goals focused on student writing. Provide professional development to teachers to promote a better understanding of the Common Core State Standards, as well as to address effective strategies for incorporating the required instructional shifts.

Root Cause(s) Addressed: Lack of consistency with progress monitoring and interventions, lack of consistency with common language and lack of consistency with identifying proficient or advanced writing

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
<p>Writers' Workshop Best Practices Identification and Professional Development</p> <ul style="list-style-type: none"> Primary K-2: 90-min. writing block Writers' Workshop and Skills Block Intermediate: 90-minute writing block including Writers' Workshop and Skills Block - grade level flooding model. Professional development provided to the literacy teachers <ul style="list-style-type: none"> initially differentiated by level – primary and intermediate. Differentiated by gr. level and teacher. A teacher from each grade level and leadership attend seminar, <i>Pathways to the Common Core: Accelerating Achievement</i> – presented by Lucy Calkins 	<p>Aug. 23-24 Sept. 20-21 Oct. 10-11 Nov. 7-8 Dec. 5-6 Jan. 16-17 Nov. 2, 2012</p>	<p>Debbie Milner – consultant</p> <p>Teacher Leaders</p> <p>Classroom Teachers</p>	<p>Literacy Block scheduled within the Master Schedule</p> <p>Complete a coaching cycle with Lead Teachers before each lesson study.</p> <p>Guest Teachers to cover participating teachers.</p>	<p>August Green Days</p> <p>Monthly</p>	<p>Ongoing</p> <p>Completed</p> <p>Completed</p>
<p>Grade level and vertical teams analyze student writing using rubrics developed based on Common Core State Standards.</p>	<p>Ongoing throughout the school year</p>	<p>Classroom Teachers</p> <p>Facilitator</p>	<p>Vertically aligned teacher-expectations and time spent calibrating with writing rubrics</p>	<p>Monthly writing prompts based on genre of study</p>	<p>Ongoing</p>

			Literacy Block scheduled within the Master Schedule		
<p>Student Writing Portfolios</p> <ul style="list-style-type: none"> Writing samples that have been scored using CCSS aligned rubrics are collected in a portfolio for each student to monitor his/her progress and set goals. At the end of the year, portfolios are passed on to receiving teacher to give back to the student to reflect on growth and set goals for the new school year. 	<p>Fall 2012 Spring 2013</p>	<p>Classroom Teachers Facilitator</p>	<p>Vertically aligned teachers</p> <p>Protocols and systems developed to facilitate conversations and promote consistency throughout all grade levels.</p>	<p>Monthly writing prompts</p> <p>Interim Assessment</p> <p>Data Team meetings focused on Writing progress monitoring</p>	<p>Completed Baseline-September 2012</p> <p>Progress Monitoring – Ongoing</p>
<p>Literacy Data Teams</p> <ul style="list-style-type: none"> SMART goals developed every six weeks based on CCSS for Writing and Language Sharing of best practices that lead to student achievement in writing 	<p>Ongoing throughout the school year</p>	<p>Teacher Leaders Classroom Teachers</p>	<p>Vertically aligned teacher-scheduled data teams</p> <p>Literacy Block scheduled within the Master Schedule</p>	<p>Progress Monitoring embedded in SMART goals</p> <p>Interim Assessments</p> <p>Monthly Writing Prompts</p>	<p>Ongoing</p>
<p>Lesson Study</p> <ul style="list-style-type: none"> Teachers participate in a Lesson Study to collaboratively design a lesson and develop effective correlating practices in writing instruction. 	<p>Sept. 25-26 Oct. 23-24 Nov. 29-30 Dec. 17-18 Jan. 23-24 April 10</p>	<p>Debbie Milner – Consultant DTR Coordinator Teacher Leaders Classroom Teachers</p>	<p>Lesson Study model</p> <p>Complete a coaching cycle with Lead Teachers before each lesson study.</p> <p>Guest Teachers to cover participating teachers.</p>	<p>Observation data collected throughout the school year.</p> <ul style="list-style-type: none"> LEAP PEER Observations 	<p>Grades 3-5 Literacy completed two-day Lesson Study in September 2012.</p> <p>K-2 scheduled throughout the 2012-13 year</p>
<p>Professional Development Unit (PDU)</p> <ul style="list-style-type: none"> PDU developed around the instructional shifts for the Common Core State Standards. The unit will be based on the book, <u>Pathways to the Common Core</u> (Calkins, Ehrenworth, & Lehman, 2012), which clearly describes the emphasis on writing standards as being parallel to and equal to the emphasis on reading. 	<p>Monthly Sessions with Homework assignments in between PDU sessions</p>	<p>Teacher Leaders Facilitator Classroom Teachers</p>	<p>Staff Development Budget to afford purchased books for staff</p> <p>Scheduled PDU Sessions throughout the year.</p>	<p>Observation data collected throughout the school year.</p> <ul style="list-style-type: none"> LEAP PEER Observations Reflection Journals 	<p>Last PDU session scheduled for April 16</p>

				<ul style="list-style-type: none"> • Culminating Projects 	
Vertical Team Planning Days	<p>Dec. 7 & 10</p> <p>May 2013 – Date to be determined based on arrival date of Units of Study for Teaching Writing by Lucy Calkins</p>	Literacy Teachers in grades K - 5	Guest Teachers to cover participating teachers.	<p>Aligned planning documents and flip charts.</p> <p>Curriculum Map for Literacy: Readers' and Writers' Workshops developed based on writing units.</p>	In progress
<p>Purchase new Writers Workshop curriculum materials aligned to the CCSS.</p> <p><i>Units of Study for Teaching Writing, Grade by Grade: A Year Long Curriculum for Teaching Narrative, Information and Opinion Writing.</i></p> <p>By Lucy Calkins and Readers and Writers Project Staff</p>	Preordered in December 2012 for release date of May 2013	Budget Secretary			In progress

Section V: Appendices

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

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

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 schoolwide 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
Hold a beginning of the year orientation meeting for Title I parents to explain our program, answer questions, and invite parent participation.	September, 2012	Title I Teacher and Paraprofessional Principal	None	Meeting will be held no later than September 30. Sign-in sheet will be kept for parent attendance.
Hold Parent/Teacher Conferences each semester with parents to discuss progress of their student (a translator will be available).	October, 2012 February, 2013	Title I Teacher	\$500 for translation (Local funds)	Conferences with parents regarding student progress.
Send home Progress Reports in both English and Spanish to inform parents of their child's progress and the concepts and skills being covered	Nov. 2012, March 2013, and June 2013	Teachers Title I Teachers	\$150 for printing (Local funds)	Quarterly reports will be mailed home as needed.

Gust will host five Family Nights, serving dinner to all followed by activities that families and staff take part in together	October 13, 2012 November 17, 2012 February 9, 2013 March 8, 2013 April 12, 2013	Principal Teachers Title I Teacher Paraprofessionals	\$2500 for dinner and activities for all four nights (Local funds)	Parent sign-in at the Family nights.
Increase our efforts to get parents of minority students, ELLs and students with disabilities involved in our parent advisory Committee. Attendance is low.	2012-13 school year	Principal School Leadership Team	\$500 for printing and food	Enrollment of parents of minority students, ELLs and students with disabilities will increase from five (consistently) to a minimum of ten attending consistently.
The school's Unified Plan and Parent Involvement Policy will be discussed at the Fall meeting and key points will be communicated in the Fall newsletter. The plan and policy will be available for review by all parents upon request.	2012-13 school year	Principal	None	All parents will be informed of and will have access to the school's Unified Plan, Parent-School Policy, and Parent/Student Compact.
A Parent-School Policy has been developed by the district and a Parent-School Compact has been developed at our school in collaboration with parents.	2012-13 school year	Principal	None	The Parent Compact was distributed and reviewed with all parents in October 2012, signed by all stakeholders, and submitted to the school with parents retaining a copy for home.

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 schoolwide 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
The certification of the Title I teacher and paraprofessionals will be monitored to ensure that they are highly qualified.	Summer 2012; ongoing as necessary	Principal	Local funds	The Title I teacher and paraprofessionals are highly-qualified.
The principal will work with the Human Resources Department to attract and maintain high-quality highly qualified teachers. a. Attend job fairs b. Match new teachers with a Gust Mentor	Spring, 2013	Principal Leadership Team Title I teacher	None Title IIA funds (mini-grant to school) \$1250 (Stipends of \$250 to five mentors)	Our school will retain 95% of the teachers, including Title I and special education teachers.

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 schoolwide 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
The Principal, kindergarten teachers, and Title I teacher will meet quarterly with Gust's 7 ECE full-day Classroom Teachers a. Discuss curriculum expectations with a strong focus on preschool reading skills. b. Identify and resolve curricular issues.	Sept, and Nov. 2012; Feb. and Apr. 2013	Principal Kindergarten Teachers Title I Teacher ECE Teachers	Local funds	Progress monitoring will indicate that the curriculum of the kindergarten and the preschool programs will be better aligned.

The kindergarten teachers will meet with the ECE teachers each spring and discuss the academic strengths and weaknesses of students moving into kindergarten.	May, 2013	Kindergarten teachers	None	Kindergarten teachers will report having a good understanding of the academic strengths and weaknesses of students moving into kindergarten and will use that information as they plan instruction for the following school year.
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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 schoolwide 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
We coordinate funds in the following ways: Title I funds: salaries of the Title I teacher and paraprofessional to purchase intervention materials Program Improvement: Math professional development Title II funds: Math professional development IID funds Teacher technological literacy and their ability to integrate technology into their instruction PTO Funds Classroom materials Parent activities	2012-13 school year	Principal Leadership Team	Title I Title IIA Title IID Parent-Teacher Organization Local funds	We review our expenditures with the Leadership Team and the Parent Advisory Group. We will use evaluations of the teacher professional development and parent activities to make adjustments throughout the year as necessary.

School-Gust

Section V: Optional Addendum

For Schools Operating a Title I Schoolwide Program

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

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative	Found on page 16 in the data narrative.
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative and Section IV. Action Plan	Found on pages 16-20 in data narrative and Found in Action Steps pages 29-37
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	Found in Action Steps pages 29-37
Title I students are only taught by highly qualified teachers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan	Found on page 40 of the Title Accountability Provision #2

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How is the high quality professional development based on student and staff needs?		Section IV: Action Plan and Section III: Data Narrative	Found on pages 16-20 in data narrative and Found in Action Steps pages 29-37.
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	Found on page 40-41 of the Title Accountability Provision #3 and in Action Steps (e.g.: pg 29-37).
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and includes the participation of parents?		Section IV: Action Plan	Found on page 16 in the data narrative.
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan Resource Column	Found in Title 1 Accountability Provision #4:Coordination and Integration of Federal, State, and Local Services and Programs-page 41.

2012-13 Gust Home and School Community Agreement

This agreement describes responsibilities for all people actively involved in the educating of Gust students. Please review the responsibilities and return the agreement signed by parent(s) and student.

Gust Student Responsibilities:

- ⇒ Set high expectations for self and take responsibility for learning
- ⇒ Come prepared and organized to class everyday
- ⇒ Listen and participate in class
- ⇒ Ask questions and seek support when needed
- ⇒ Complete all classroom and homework assignments on time
- ⇒ Follow the Gust Tiger Traits: Respect the school, others, and self; Listen and follow directions; Be kind and considerate; Be safe; Do your best work

Parent/Guardian Responsibilities:

- ⇒ Be involved in child's education at school and home
- ⇒ Come to parent meetings and school community activities
- ⇒ Have high expectations for your child
- ⇒ Ensure that your child is on time and attends school every day
- ⇒ Know the school rules and discuss them with your child
- ⇒ Communicate with your child's teacher regarding strength and weaknesses
- ⇒ Provide a place at home for child to read and do homework
- ⇒ Ensure that your child reads daily and that you read with your child
- ⇒ Praise your child for his/her successes and support in overcoming challenges

Teacher and Staff Responsibilities:

- ⇒ Encourage and motivate students to achieve academic growth
- ⇒ Set high expectations for all students
- ⇒ Implement the district curriculum and provide support to each student
- ⇒ Teach to different learning styles and needs
- ⇒ Connect with students
- ⇒ Communicate with students, parents, and other staff members
- ⇒ Be available to students and parents
- ⇒ Be life long learners and learning role models to students

Administration Responsibilities:

- ⇒ Set high expectations for staff, students, parents, and self
- ⇒ Provide support and leadership in implementing the district's curriculum
- ⇒ Implement quality programs that will increase academic achievement for learners

- ⇒ Ensure and maintain a positive, safe, and clean school environment
- ⇒ Recruit, retain, and train highly qualified staff
- ⇒ Provide adequate resources, supplies, and materials
- ⇒ Provide opportunities for staff, student, and parent input in decision-making
- ⇒ Communicate with students, parents, and staff
- ⇒ Praise staff, students, and parents
- ⇒ Celebrate school, individual students, and staff accomplishments

Signed: _____
Parent

Signed: _____
Student

Signed: _____
Teacher

Signed: Janice Hoyt
Principal