

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3746 School Name: HAMILTON MIDDLE SCHOOL SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	-	71.35%	-	-	75.48%	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	51.53%	-	-	59.58%	-	
		W	-	58.34%	-	-	67.29%	-	
		S	-	48.72%	-	-	58.88%	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	22	-	-	57	-	
		M	-	53	-	-	45	-	
		W	-	41	-	-	58	-	
ELP	-	54	-	-	49	-			

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; color: blue;">Approaching</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 style="text-align: center;">- 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.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

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

Additional Information about the School

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

Improvement Plan Information

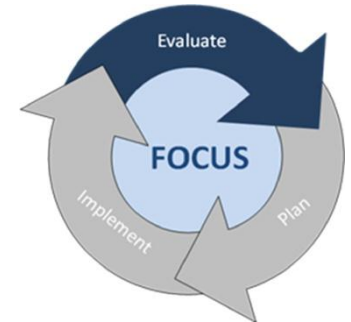
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or 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	Nickolas Dawkins, Principal
	Email	Nickolas_Dawkins@dpsk12.org
	Phone	720-423-9500
	Mailing Address	8600 E Dartmouth Ave, Denver, CO 80231
2	Name and Title	Tara Schneider, Humanities Facilitator
	Email	Tara_Schneider@dpsk12.org
	Phone	720-423-9500
	Mailing Address	8600 E Dartmouth Ave, Denver, CO 80231

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.																												
Academic Achievement (Status)	Reading: Close the gap between the disaggregated groups and the white students by 3.5 percentage points.	<p>Reading gap targets met: No</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>62%</td> <td>64%</td> <td></td> </tr> <tr> <td>White</td> <td>87%</td> <td>90%</td> <td></td> </tr> <tr> <td>Gap</td> <td>25</td> <td>26</td> <td>Increase of 1</td> </tr> <tr> <td>Hispanic</td> <td>62%</td> <td>60%</td> <td></td> </tr> <tr> <td>White</td> <td>87%</td> <td>90%</td> <td></td> </tr> <tr> <td>Gap</td> <td>25</td> <td>30</td> <td>Increase of 5</td> </tr> </tbody> </table>		2011	2012	Change	Black	62%	64%		White	87%	90%		Gap	25	26	Increase of 1	Hispanic	62%	60%		White	87%	90%		Gap	25	30	Increase of 5	<p>Status Reflection</p> <p>White proficiencies went down on the 2011 test. There was not intentional progress monitoring of the disaggregated subgroups using the ELGs. Intentional progress monitoring of Accelerated Reader was not done for the disaggregated subgroups. Only initial steps were taken regarding aligning curricula to culturally responsive materials. The additional minutes planned for the school day for Math were not implemented due to transportation issues. Targeted Math intervention programs were not implemented.</p>
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	<p>Writing: Close the gap between the disaggregated groups and the white students by 3.5 percentage points.</p>	<p>Writing gap targets met: No</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>52%</td> <td>55%</td> <td></td> </tr> <tr> <td>White</td> <td>81%</td> <td>82%</td> <td></td> </tr> <tr> <td>Gap</td> <td>29</td> <td>27</td> <td>Decrease of 2</td> </tr> <tr> <td>Hispanic</td> <td>53%</td> <td>49%</td> <td></td> </tr> <tr> <td>White</td> <td>81%</td> <td>82%</td> <td></td> </tr> <tr> <td>Gap</td> <td>28</td> <td>33</td> <td>Increase of 5</td> </tr> </tbody> </table>		2011	2012	Change	Black	52%	55%		White	81%	82%		Gap	29	27	Decrease of 2	Hispanic	53%	49%		White	81%	82%		Gap	28	33	Increase of 5	
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<p>Math: Close the gap between the disaggregated groups and the white students by 3.5 percentage points.</p>	<p>Math gap targets met: No</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>39%</td> <td>40%</td> <td></td> </tr> <tr> <td>White</td> <td>78%</td> <td>80%</td> <td></td> </tr> <tr> <td>Gap</td> <td>39</td> <td>40</td> <td>Increase of 1</td> </tr> <tr> <td>Hispanic</td> <td>45%</td> <td>38%</td> <td></td> </tr> <tr> <td>White</td> <td>78%</td> <td>80%</td> <td></td> </tr> <tr> <td>Gap</td> <td>33</td> <td>42</td> <td>Increase of 9</td> </tr> </tbody> </table>		2011	2012	Change	Black	39%	40%		White	78%	80%		Gap	39	40	Increase of 1	Hispanic	45%	38%		White	78%	80%		Gap	33	42	Increase of 9		
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Academic Growth	Math: Increase the median growth percentiles from 46 to 50 by the end of 2012.	<p>Math Growth Target Met: No</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math MGPs</td> <td>46</td> <td>43</td> </tr> </tbody> </table>		2011	2012	Math MGPs	46	43	<p>Growth Reflection</p> <p>The additional minutes planned for the school day for Math were not implemented due to transportation issues.</p> <p>Targeted Math intervention programs were not implemented.</p> <p>Progress monitoring was unstructured and not targeted to ELGs.</p>												
	2011	2012																			
Math MGPs	46	43																			
Academic Growth Gaps	<p>Black Students:</p> <p>Increase the MGP of Black students in reading from 54 to 57.</p> <p>Increase the MGP of Black students in writing from 51 to 54.</p> <p>Increase the MGP of Black students in math from 47 to 50.</p>	<p>Black Students:</p> <p>Reading target met: Yes</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading MGPs</td> <td>54</td> <td>58</td> </tr> </tbody> </table> <p>Writing target met: Yes</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Writing MGPs</td> <td>51</td> <td>54</td> </tr> </tbody> </table> <p>Math target met: No</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math MGPs</td> <td>47</td> <td>38</td> </tr> </tbody> </table>		2011	2012	Reading MGPs	54	58		2011	2012	Writing MGPs	51	54		2011	2012	Math MGPs	47	38	<p>Academic Growth Gaps Reflection</p> <p>Effective progress monitoring of ELGs was not created nor implemented.</p>
	2011	2012																			
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	<p>Hispanic Students: Increase the MGP of Hispanic students in reading from 52 to 55.</p> <p>Increase the MGP of Hispanic students in writing from 54 to 57.</p> <p>Increase the MGP of Hispanic students in math from 40 to 45.</p>	<p>Hispanic Students: Reading target met: No</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;"></td> <td style="width: 20%; text-align: center;">2011</td> <td style="width: 20%; text-align: center;">2012</td> </tr> <tr> <td>Reading MGPs</td> <td style="text-align: center;">52</td> <td style="text-align: center;">49.5</td> </tr> </table> <p>Writing target met: No</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;"></td> <td style="width: 20%; text-align: center;">2011</td> <td style="width: 20%; text-align: center;">2012</td> </tr> <tr> <td>Writing MGPs</td> <td style="text-align: center;">54</td> <td style="text-align: center;">51</td> </tr> </table> <p>Math target met: No</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;"></td> <td style="width: 20%; text-align: center;">2011</td> <td style="width: 20%; text-align: center;">2012</td> </tr> <tr> <td>Math MGPs</td> <td style="text-align: center;">40</td> <td style="text-align: center;">39</td> </tr> </table>		2011	2012	Reading MGPs	52	49.5		2011	2012	Writing MGPs	54	51		2011	2012	Math MGPs	40	39	
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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>Reading- Reading scores have maintained in the range of 75 percent proficient or advanced over the last three years.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>State Ps 2012</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>75</td> <td>74</td> <td>75</td> <td></td> </tr> <tr> <td>Grade 6</td> <td>75</td> <td>72</td> <td>74</td> <td>73</td> </tr> <tr> <td>Grade 7</td> <td>72</td> <td>75</td> <td>72</td> <td>68</td> </tr> <tr> <td>Grade 8</td> <td>75</td> <td>74</td> <td>79</td> <td>67</td> </tr> </tbody> </table> <p>Disaggregated reading percentage at or above proficient</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>90</td> <td>80</td> <td>85</td> </tr> <tr> <td>Black</td> <td>63</td> <td>62</td> <td>64</td> </tr> <tr> <td>Hispanic</td> <td>59</td> <td>62</td> <td>60</td> </tr> </tbody> </table>		2010	2011	2012	State Ps 2012	Overall	75	74	75		Grade 6	75	72	74	73	Grade 7	72	75	72	68	Grade 8	75	74	79	67		2010	2011	2012	Asian	90	80	85	Black	63	62	64	Hispanic	59	62	60	<p>Priority Performance Challenge: In reading, writing and math, overall achievement has remained stagnant and significant gaps exist for Black, Hispanic, ELL, and SPED students.</p>	<p>Status Priority Performance Challenge Root Causes</p> <ul style="list-style-type: none"> ~ Teachers’ pedagogical knowledge is not reflective of current educational practices. ~ Leadership has not facilitated and teachers have not consistently implemented best practices, such as differentiation, checks for understanding, intentional progress monitoring, and addressing all learning styles. ~ Leadership has not facilitated and teachers have not intentionally progress monitored the disaggregated students in the classrooms. ~ Leadership did not facilitate and teachers did not collaboratively plan lessons and units. ~ Math interventions have not been targeted enough. Limited tier 1 and tier 2 interventions are implemented in the classrooms. ~ Teacher familiarity with ELGs and progress monitoring of ELGs to make instructional decisions and interventions has not been evident. ~ ~ ~
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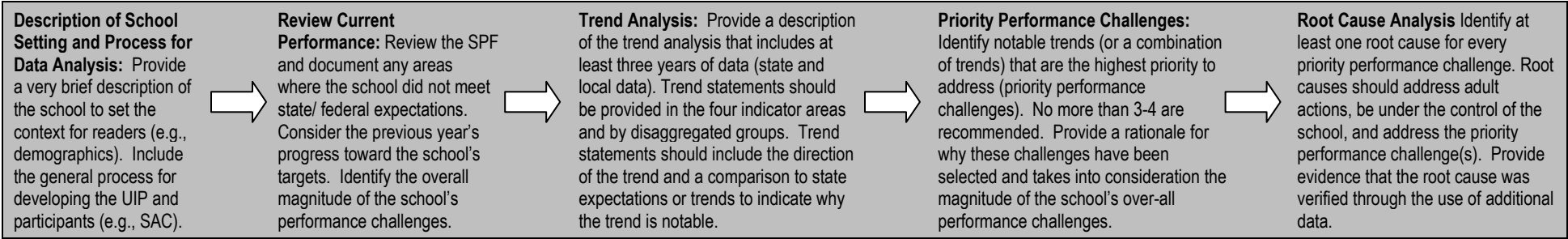
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Data Narrative for School

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

Data Narrative for School



Narrative:

Hamilton Middle School has 864 students. The population consists of 337 white students, 278 Hispanic students, 155 Black students, 36 Asian/Pacific Island students, and 7 American Indian students. The population can be further broken down to 87 Special Education students and 110 English Language Learners. Sixth grade comprises 36% of the population, seventh grade comprises 33% and eighth grade comprises 31%. The population is made up of 49% female students and 51% male students. Hamilton houses two programs, the International Preparatory Magnet program (IPM) and the Traditional Academic neighborhood program (TAP). IPM comprises 49% of the student population and TAP comprises 51% of Hamilton's student population.

Upon examination and analysis of the data, the Hamilton CSC, consisting of the principal, 4 teachers, 2 parents, and 1 community member, with the UIP committee, consisting of the Humanities and Math Facilitators, find that Hamilton Middle School is extremely diverse in composition and need. The CSC and UIP committees examined data including local, interim, and state assessments (demographics, teacher and district created curriculum unit tests, CELA, SRI, Oral Fluency, STAR Reading, STAR Math, and CSAP). Hamilton's school-wide focus on literacy has maintained stable academic achievement status over the course of three years. However, while our status is consistently high, our Median Growth Percentiles are below 60 in Reading and Writing and below 50 in Math. Hamilton did not meet expectations in math, or reading and writing for our SPED and ELL populations. In addition, Hamilton has a performance disparity between our Black and Hispanic populations when compared to the achievement of our White and Asian populations; this academic achievement gap is continuing to increase. We recognize a need for improved instruction and intervention in all disciplines in order to achieve our target median growth percentiles in each area and achieve our specific targets for the disaggregated subgroups.

In the trend analysis for Academic Achievement (Status), Hamilton's rate of students scoring at or above proficient has been stagnant at 75% at or above proficient for the last three years. While we meet state expectations for this Performance Indicator, as a community we would like to see the number of students scoring at or above proficient increase rather than continue to remain the same. Although the school's overall number of students scoring at or above proficient has remained at 75%, Hamilton's ELL and SPED populations are not meeting state expectations and the proficiencies for our Black and Hispanic students is lower than for our White and Asian students for this Academic Achievement Performance Indicator. Hamilton has written a Priority Performance Challenge to address both the stagnancy of our Academic Achievement and the achievement disparity for the disaggregated subgroups.

We have identified root causes of the stagnancy of our Academic Achievement and the achievement disparity for the disaggregated subgroups as teachers' pedagogical knowledge not reflecting current educational practices.

In the trend analysis for Academic Growth, Hamilton's data reflects declining median growth percentiles in all three tested areas, reading, writing, and math. Hamilton's math median growth percentiles are significantly below the district expectation of 60, therefore a Priority Performance Challenge has been written to address the median growth percentiles in math.

We have identified root causes for the low median growth percentiles in math as a lack of targeted interventions and teachers' pedagogical knowledge not reflecting current educational practices.

In the trend analysis for Academic Growth Gaps, Hamilton's data reflects declining median growth percentiles for the ELL, FRL, SPED, Black, and Hispanic populations. The decline over the past three years for the ELL, FRL, SPED, Black and Hispanic populations in reading and writing has resulted in a Priority Performance Challenge being written for these populations in reading and writing. This intentional focus will help Hamilton reverse the declining trend in median growth percentiles and allow us to meet the specific targets set for the identified populations.

We have identified root causes for the declining median growth percentiles in reading and writing for the ELL, FRL, SPED, Black and Hispanic populations as leadership and teachers not intentionally planning for and progress monitoring disaggregated populations and teachers' pedagogical knowledge not reflecting current educational practices.

In an effort to implement the major improvement strategies for this year, the UIP will be reviewed on a monthly basis in Hamilton's CIG meetings and by the CSC to track the implementation of the action steps and progress of the major improvement strategies.

To ground our educational practices, Hamilton teachers will participate in a book study and Instructional Rounds in April and May. Teachers will apply practices from the Instructional Rounds and there will be an intentional focus on the Instructional Core to prepare for a detailed examination of the relationship between teachers, students, and content. Hamilton will begin preparing a robust professional development plan for the 2013-2014 school year.

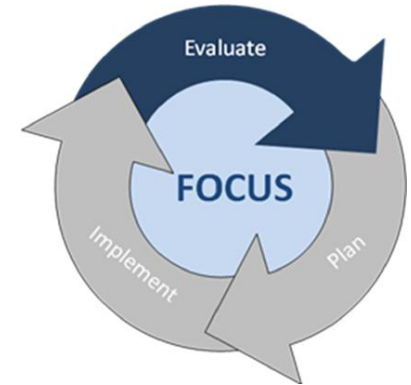
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy																																																					
			2012-13	2013-14																																																							
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAP, Lectura, Escritura	R W M	<p>In reading, writing and math, overall achievement has remained stagnant and significant gaps exist for ELL, SPED, Black, and Hispanic students.</p>	<p>Percent of students at or above proficiency will be:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th>R</th><th>W</th><th>M</th></tr> <tr><td>80%</td><td>72%</td><td>65%</td></tr> </table> <p>Disaggregated targets:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th></th><th>R</th><th>W</th><th>M</th></tr> <tr><td>ELL</td><td>28%</td><td>25%</td><td>13%</td></tr> <tr><td>SPED</td><td>26%</td><td>13%</td><td>12%</td></tr> <tr><td>Black</td><td>69%</td><td>60%</td><td>45%</td></tr> <tr><td>Hisp</td><td>65%</td><td>54%</td><td>43%</td></tr> </table>	R	W	M	80%	72%	65%		R	W	M	ELL	28%	25%	13%	SPED	26%	13%	12%	Black	69%	60%	45%	Hisp	65%	54%	43%	<p>Percent of students at or above proficiency will be:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th>R</th><th>W</th><th>M</th></tr> <tr><td>83%</td><td>75%</td><td>68%</td></tr> </table> <p>Disaggregated targets:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th></th><th>R</th><th>W</th><th>M</th></tr> <tr><td>ELL</td><td>33%</td><td>30%</td><td>18%</td></tr> <tr><td>SPED</td><td>31%</td><td>18%</td><td>17%</td></tr> <tr><td>Black</td><td>74%</td><td>65%</td><td>50%</td></tr> <tr><td>Hisp</td><td>70%</td><td>59%</td><td>48%</td></tr> </table>	R	W	M	83%	75%	68%		R	W	M	ELL	33%	30%	18%	SPED	31%	18%	17%	Black	74%	65%	50%	Hisp	70%	59%	48%	<p>Star Reading assessments: August, January, April SRI assessments: August, January, April District Interim assessments: Beginning of Year, Fall, Mid, End of Year Writing to Read assessments: Once a month, September-February, April -May Star Math assessments: August, January, April PLCs three times a week:</p> <ul style="list-style-type: none"> • Tuesday data teams • Wednesday PD on best practices • Thursday Collaborative Planning <p>Extended Constructed Response assessments: Once a month, October-February, April-May</p>	<p>Hamilton will implement a schoolwide Writing to Read initiative (Strategy 1) and Essential Learning Goal initiatives (Strategy 2) to increase the MGPs for all students on the Reading, Writing, and Math TCAPs.</p>
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Academic Growth	Median Student	R																																																									
		M	Over the past five	Math median growth	Math median growth	Star Math assessments:	Hamilton will increase the																																																				

	Growth Percentile (TCAP/CSAP & CELApro)		years, overall median growth percentiles in Math have declined from 46-43.	percentile will be 50 on the 2013 Math TCAP.	percentile will be 55 on the 2014 Math TCAP.	August, January, April District Interim assessments: Fall, Mid, End of Year PLCs three times a week: <ul style="list-style-type: none"> Tuesday data teams Wednesday PD on best practices Thursday Collaborative Planning 	MGPs on the Math TCAP, with an emphasis on the Black, Hispanic, ELL, and SPED populations, through consistent and focused planning, progress monitoring, and instruction centered on the Common Core State Standards (CCSS) and Essential Learning Goals (ELGs).																
		W																					
		ELP																					
Academic Growth Gaps	Median Student Growth Percentile	R	Over the past three to five years, median growth percentiles in Reading have steadily declined for Hamilton's ELL, FRL, SPED, and Hispanic students.	Target median growth percentiles on the 2013 Reading TCAP: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>MGP</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>65</td> </tr> <tr> <td>SPED</td> <td>48</td> </tr> <tr> <td>Hispanic</td> <td>53</td> </tr> </tbody> </table>		MGP	ELL	65	SPED	48	Hispanic	53	Target median growth percentiles on the 2014 Reading TCAP: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>MGP</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>70</td> </tr> <tr> <td>SPED</td> <td>53</td> </tr> <tr> <td>Hispanic</td> <td>58</td> </tr> </tbody> </table>		MGP	ELL	70	SPED	53	Hispanic	58	Star Reading assessments: August, January, April SRI assessments: August, January, April District Interim assessments: Fall, Mid, End of Year Writing to Read assessments: Once a month, September-February, April-May PLCs three times a week: <ul style="list-style-type: none"> Tuesday data teams Wednesday PD on best practices Thursday Collaborative Planning 	Hamilton will implement and monitor a schoolwide Writing to Read initiative to increase the MGPs for all students on the Reading TCAP.
	MGP																						
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ELL	70																						
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		M																							
		W	Over the past three to five years, median growth percentiles in Writing have steadily declined for Hamilton's ELL, FRL, SPED, Black, and Hispanic students.	Target median growth percentiles on the 2013 Writing TCAP: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>MGP</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>61</td> </tr> <tr> <td>SPED</td> <td>46</td> </tr> <tr> <td>Black</td> <td>59</td> </tr> <tr> <td>Hispanic</td> <td>56</td> </tr> </tbody> </table>		MGP	ELL	61	SPED	46	Black	59	Hispanic	56	Target median growth percentiles on the 2014 Writing TCAP: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>MGP</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>66</td> </tr> <tr> <td>SPED</td> <td>51</td> </tr> <tr> <td>Black</td> <td>64</td> </tr> <tr> <td>Hispanic</td> <td>61</td> </tr> </tbody> </table>		MGP	ELL	66	SPED	51	Black	64	Hispanic	61
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	Disaggregated Grad Rate																								
	Dropout Rate																								
	Mean ACT																								

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Hamilton will implement and monitor a schoolwide Write to Read initiative to increase the MGPs for all students on the Reading TCAP.

Root Cause(s) Addressed: We have identified root causes for the declining median growth percentiles in reading for the ELL, FRL, SPED, and Hispanic populations as teachers not intentionally planning for and progress monitoring disaggregated populations and teachers' pedagogical knowledge not reflecting current educational practices.

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)
Provide PD on Writing to Read (WtR) for teachers	September 2012 and April – May 2013	Humanities Facilitator Academic Support Team Teacher Effectiveness Coach Social Studies and Science Teachers	General Budget	Teachers attended PD and a cycle of assessment is on-going	On-Going
Develop and implement of system of administering WtR assessments on a 4-6 week cycle in science and social studies	August 2012 - May 2013	Academic Support Team Teacher Effectiveness Coach Social Studies and Science Teachers	General Budget	Pre-Assessment: September 18, 2012 Assessments: 4-6 week cycles	Completed On-Going
Create and maintain a Google doc spreadsheet to capture assessment data	September 2012 - May 2013	Humanities Facilitator Assistant Principal	General Budget	Spreadsheet created Data Entry	Completed On-Going

Collaboratively grade assessments	September 2012 - May 2013	Assistant Principals Academic Support Team Teacher Effectiveness Coach Social Studies, Science, Foreign Language, Elective/Exploratory Teachers	General Budget	October 2, 2012 and then continuing with the assessment cycle	On-Going
Begin the work to utilize assessment data to choose instructional focus for 4-6 week cycle	April- May 2013	Assistant Principal Academic Support Team Teacher Effectiveness Coach Social Studies and Science Teachers	General Budget	Instructional foci chosen as cycle continues	On-Going

* 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: Hamilton will increase the MGPs on the Math, Reading, and Writing TCAPs, with an emphasis on the Black, Hispanic, ELL, and SPED populations, through consistent and focused planning, progress monitoring, and instruction centered on the Common Core State Standards (CCSS) and Essential Learning Goals (ELGs).

Root Cause(s) Addressed: We have identified root causes for the declining median growth percentiles in reading, writing, and math for the ELL, FRL, SPED, and Hispanic populations as teachers not intentionally planning for and progress monitoring disaggregated populations and teachers' pedagogical knowledge not reflecting current educational practices.

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)
Develop and attempt to implement weekly assessments to progress monitor ELGs	November 2012-April 2013	Math Facilitator Math Teachers	General Budget	October 2012 and then continuing with the weekly assessment cycle	Math began in October
Collaborative lesson planning focusing on ELGs and CLOs	October 2012-May 2013	Math and Humanities Facilitators Math and Language Arts Teachers	General Budget	Weekly collaborative planning on Thursdays Lesson plans will reflect ELGs and CLOs Academic Support Team reviews collaborative planners weekly	On-Going On-Going On-Going
Implementation of Extended Constructed Response data cycle	October 2012 – February 2013, April-May 2013	Humanities Facilitator Language Arts Teachers	General Budget	Teachers attended PD and a cycle of assessment was created Round 1: October 22, 2012 Monthly cycles, excluding March	Completed On-Going

Major Improvement Strategy #3: Hamilton will implement a Professional Learning Community (PLC) structure to improve teacher collaboration, communication, and allow for the implementation of professional development during the school day.

Root Cause(s) Addressed: Hamilton needs the systems and structures in place to address collaboration time, best practices, intentional lesson planning, data teams, and professional development to increase teacher effectiveness and student achievement and growth.

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)
Creation of an Academic Support Team (AST)	August 2012 – May 2013	Principal Assistant Principals Humanities and Math Facilitators Teacher Effectiveness Coach	General Budget	Weekly AST meetings to schedule PLC content and review progress of PLCs Minutes from AST meetings	On-Going On-Going
Implementation of PLC Calendar Tuesdays: Data teams Wednesdays: PD on strategies for best practices Thursdays: Collaborative Planning Fridays: Team Meetings	October 2012 – May 2013	AST Teams	General Budget	Bi-Monthly Calendar Strategies will be reflected weekly on the Googledoc curriculum planner Academic Support Team reviews Googledoc curriculum planner weekly	On-Going On-Going On-Going
Needs Assessment Survey	October 2012	Teacher Effectiveness Coach	General Budget	Teachers selected best practices for PD	Completed
Provide PD to teachers on strategies for writing CLOs	Once a month according to the PD calendar	Academic Support Team All Teachers District Presenters	General Budget	PD occurred one Wednesday a month during October, November, December, January, and February	Completed

				Teachers design CLOs and place on collaborative planner	On-Going
Contact outside resources for PD	October 2012 and as needed	AST	General Budget	PD has been presented on: Content language objectives Discipline and conference atom Accelerated Reader and Accelerated Math Short Constructed Responses Strategies will be reflected in teacher's lesson plans	Completed Completed Completed Completed On-Going
Institute a book study and cycles of Instructional Rounds	April-May 2013	Principal Academic Support Team Teacher Effectiveness Coach	General Budget	Read <i>Instructional Rounds in Education</i> Choose Problem of Practice Engage in cycles of Instructional Rounds	April 2013 May 2013 May 2013
Work with the Office of Post-Secondary Readiness on building positive climate and culture	2013-2014 School Year	Principal Academic Support Team Office of Post-Secondary Readiness Personnel	General Budget	Implement a robust professional development plan addressing cultural responsiveness	2013-2014 School Year

Section V: Appendices

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

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