

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 4732 School Name: KIPP SUNSHINE PEAK ACADEMY 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?	
		R	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%	71.43%	-	38.1%	54.65%	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	-	53.44%	60.23%	-	
		W	53.52%	57.77%	-	37.77%	52.33%	-	
		S	47.53%	48%	-	32%	50.65%	-	
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: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	63	54	-	57	68	-	
		M	73	78	-	69	84	-	
		W	71	65	-	72	68	-	
ELP	55	48	-	81	60	-			

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;">Exceeds</p> <p><small>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</small></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?	No.
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Yes. School Works School Quality Review, 2010.

Improvement Plan Information

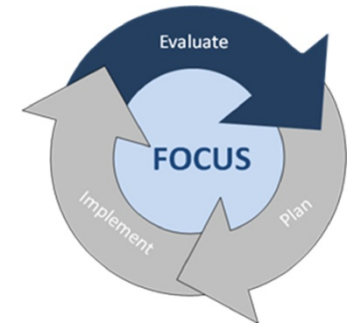
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Emily Yates; Principal
	Email	eyates@kippcolorado.org
	Phone	720.233.7880
	Mailing Address	KIPP Sunshine Peak Academy, 375 S. Tejon St., Denver, CO 80223
2	Name and Title	Jenny Tan; Chief Academic Officer
	Email	jt看@kippcolorado.org
	Phone	720.412.8181
	Mailing Address	KIPP Colorado Schools, 451 S. Tejon St., Denver, CO, 80223

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- 65% M- 75% W- 68% S- 55%	Reading Actual 46% NO: -19 pts Math Actual 56% NO: -19 pts Writing Actual 45% NO: -23 pts Science Actual 41% NO: -14 pts	None of the previous targets were met. While it’s true that our growth numbers reflect substantial academic gains made by students as they progress through the grade levels at KSPA, our actual achievement status numbers are not where they need to be. In the lower grades (5 th and 6 th), foundational skills in each discipline need to be developed at faster rates, all the while ensuring that the bar for excellence and mastery is at or above grade level standards or above.

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	R- 75 MGP M- 70 MGP W- 70 MGP	<p>Reading Actual 63 NO: -12</p> <p>Math Actual 75 YES: +5</p> <p>Writing Actual 71 YES: +1</p>	The fact that we exceeded the previous targets in Math and Writing last year largely reflects the substantial effort made towards implementing standards-aligned and rigorous curriculum and assessments as a school-wide initiative. The gap in the Reading target suggests a broader need to ensure quality, aligned curriculum, and one that develops students' ability to comprehend and analyze grade-level text.
Academic Growth Gaps	None	N/A	N/A
Post Secondary Readiness	None	N/A	N/A

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges 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)	<table border="1"> <thead> <tr> <th></th> <th>09-10</th> <th>10-11</th> <th>11-12</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>49%</td> <td>55%</td> <td>46%</td> </tr> <tr> <td>Math</td> <td>43%</td> <td>51%</td> <td>56%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>48%</td> <td>45%</td> </tr> <tr> <td>Science</td> <td>40%</td> <td>45%</td> <td>41%</td> </tr> </tbody> </table>		09-10	10-11	11-12	Reading	49%	55%	46%	Math	43%	51%	56%	Writing	40%	48%	45%	Science	40%	45%	41%			Overall increases in student achievement status have been especially significant in Math. Overall status numbers for the other content areas have actually decreased.	<p>Increased achievement in Math can largely be attributed to an adoption of coherent, standards-aligned curriculum in Math, namely Saxon Math. In addition, the school-wide focus on an interim assessment system and a cohesive data cycle allowed for increased attention to student results on standards-aligned assessments.</p> <p>Our struggles in achieving particularly strong status-level results in literacy reflect an urgent need to bolster our curriculum and high-leverage strategies in Reading and Writing classrooms in particular, but in all content areas in general. Given the large ELL population we serve, this is our highest need as a school.</p>
	09-10	10-11	11-12																						
Reading	49%	55%	46%																						
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)			Priority Performance Challenges	Root Causes																
Academic Growth		09-10	10-11	11-12																	
	Reading	57.5	66.5	63	Math and Writing growth has increased substantially, but our Reading growth percentiles have remained relatively stagnant.																
	Math	58	72	75																	
	Writing	64	60	71																	
Academic Growth Gaps	<p>FRL/Non: comparison data unavailable -- school is 95.9% FRL</p> <p>Minority/Non: comparison data unavailable -- school is 98.4% minority</p> <p>IEP/Non: comparison data unavailable -- school is 9.2% IEP</p> <p>ELL/Non</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">09-10</th> <th style="text-align: center;">10-11</th> <th style="text-align: center;">11-12</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">60/54</td> <td style="text-align: center;">66/--</td> <td style="text-align: center;">59/--</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">60/60</td> <td style="text-align: center;">73/--</td> <td style="text-align: center;">72/--</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">67/60</td> <td style="text-align: center;">62/--</td> <td style="text-align: center;">70/--</td> </tr> </tbody> </table>				09-10	10-11	11-12	Reading	60/54	66/--	59/--	Math	60/60	73/--	72/--	Writing	67/60	62/--	70/--	While our MGP for ELL students has remained steady for students in Math and Writing, it has dropped significantly in Reading.	Students reading below grade level require more focused, accelerated interventions to advance to grade level in one year. In addition, our students are not immersed in a text-rich environment yet, and there are no established school-wide programs for cultivating a love of reading.
	09-10	10-11	11-12																		
Reading	60/54	66/--	59/--																		
Math	60/60	73/--	72/--																		
Writing	67/60	62/--	70/--																		
Post Secondary & Workforce Readiness	N/A																				

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

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
<p>Narrative:</p> <p>Description of School Setting and Process for Data Analysis: KIPP Sunshine Peak Academy opened in 2001. In our second year, we have 180 students in grades 5 and 6. More than 95% of our students qualify for free and reduced price lunch. Over 90% of our students are Latino/Hispanic. Since the initial implementation of the district's SPF rankings, KSPA has achieved "Green-level" status. The 2011-2012 academic year marked the first year in which we earned "Blue-level" status. While our academic growth measures have generally exceeded expectations, our achievement measures have not been met our desired levels of TCAP proficiency.</p> <p>Review Current Performance: We met state standards for student growth, but did not meet standards for proficiency. Given that our students enter far behind their peers in the state and district, we need to close the achievement gap faster than we did in our previous years. More specifically, we met our proficiency goals in math, but did not meet our goals in reading, writing, or science.</p> <p>Trend Analysis: Not applicable. There is no data to identify trends given that 2011-2012 was our founding year.</p>								
<p>Root Cause Analysis:</p> <ol style="list-style-type: none"> Misaligned and low-rigor formative and summative assessments → Our students scored higher on MAP and our interim assessments than they did on TCAP. After reviewing our formative assessments and interims, it appears that this was the result of our assessments not being at the same level of rigor as the TCAP. 					<p>Priority Performance Challenge (Major Improvement Strategy):</p> <ol style="list-style-type: none"> Aligned and rigorous formative and summative assessments Over the summer, under the supervision of our CAO, content teams revised our network-wide common interim assessments to ensure alignment and a level of rigor consistent with that of TCAP. In addition, teachers are required to submit weekly quizzes aligned with the 6-week interim tests, and the data from these weekly quizzes is reviewed in weekly departmental meetings. 			

<p>2. Inconsistent and misaligned literacy curriculum, lack of school-wide reading incentive program →</p> <p>We found misalignment between our reading curriculum and the TCAP, and found that our computer-based reading intervention program was not directly addressing phonics/phonemics at a deep enough level. In addition, our students lacked investment in building strong independent reading habits.</p> <p>3. Insufficient data-driven academic interventions →</p> <p>The data shows that our SpEd and FRL students did not have the same average growth as our student cohort as a whole, suggesting the need for stronger data-driven academic interventions.</p>	<p>2. Consistent and aligned literacy curriculum, literacy consultant/coach</p> <p>To increase the vertical alignment and consistency of curriculum at KSPA, we have committed to using Corrective Reading program to address comprehension and phonics/phonemics. Students are grouped by Corrective Reading level and received leveled tutoring with this program every day. We have also committed to using the Write Tools writing curriculum for the same reasons. It is the foundation of our writing curriculum, and is aligned from 5th to 8th grade. Reading and Social Studies departments, in addition to the Writing department, have received formal training in this curriculum to provide a level of consistency throughout the school. Finally, this year marks the first year that KSPA is participating in the district's Collaborative Strategic Reading initiative. Reading, Social Studies, and Science are all implementing CSR every week, to provide consistent exposure to effective reading strategies in all grade levels and across content areas. To address the lack of a school-wide culture around reading, we have begun to implement an incentive program utilizing Accelerated Reader data tracking systems.</p> <p>3. Data-driven academic interventions</p> <p>We have implemented data-driven intervention blocks for 7th and 8th grade students struggling in Math and Literacy. We are using Reading Plus, Corrective Reading, Write Tools remediation, and Kahn Academy to address identified gaps in foundational skills for a prioritized subset of struggling students.</p>
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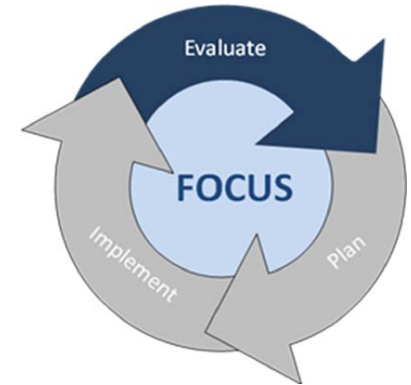
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Yes.	59%	70%	80% average mastery on 6-week interim assessments	#1, #2, #3
		M	No.	72%	80%	80% average mastery on 6-week interim assessments	#3
		W	Yes.	54%	65%	80% average mastery on 6-week interim assessments	#1, #2, #3
		S	Yes.	57%	65%	80% average mastery on 6-week interim assessments	#1, #2
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Not applicable; state expectations for academic growth goals were met.				
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R	Yes.	65	65	80% average mastery on 6-week interim assessments	#1, #2, #3, #4
		M	No.	70	70	80% average mastery on 6-week interim assessments	NA, not a priority performance challenge.
		W	Yes.	65	65	80% average mastery on 6-week interim assessments	#1, #2, #3, #4
Post Secondary & Workforce Readiness	Graduation Rate	Not applicable, middle school only.					
	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: Aligned and rigorous formative and summative assessments

Root Cause(s) Addressed: Misaligned / low-rigor formative / summative assessments

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)
Revision of network-wide common interim assessments, ensuring alignment to standards	Summer 2012	Jenny Tan, CAO Emily Yates, Principal Kristie Schweighofer, AP Anna Mendez, AP	\$11,000 for content expert stipends to revise interims, from KSPA budget	Completed interims	Completed
Administration of network-wide common interim assessments	2012-2013	Emily Yates, Principal Kristie Schweighofer, AP Anna Mendez, AP	NA, internal project	Administration of interims every 6 weeks	In progress
Submission and review of interim-aligned weekly quizzes	2012-2013	Emily Yates, Principal Kristie Schweighofer, AP Anna Mendez, AP	NA, internal project	Administration and review of weekly quizzes	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Consistent and aligned literacy curriculum

Root Cause(s) Addressed: Misaligned literacy curriculum, lack of literacy expertise

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)
Implementation of Corrective Reading, Reading Plus, CSR, and Write Tools curricula	2011-2012	Emily Yates, Principal Kristie Schweighofer, AP Anna Mendez, AP	~\$19,000	Increased mastery rates on interim benchmarks and MAP and TCAP testing	In progress
Daily data-based interventions	2011-2012	Emily Yates, Principal Kristie Schweighofer, AP Anna Mendez, AP	NA	Increased mastery rates on interim benchmarks and MAP and TCAP testing	In progress
Staff PD on Corrective Reading, CSR and Write Tools curricula	Sept. 2011- January 2012	Emily Yates, Principal Kristie Schweighofer, AP Anna Mendez, AP	\$5,000	Increased mastery rates on interim benchmarks and MAP and TCAP testing	Completed

Major Improvement Strategy #3: Data-driven academic interventions

Root Cause(s) Addressed: Insufficient data-driven academic interventions

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)
Daily data-based interventions (after-school tutoring and pull-out Math and Literacy classes)	2012-2013	Emily Yates, Principal All staff	NA, internal projects (curriculum costs included in improvement strategy #2)	Increasing proficiency on Corrective Reading and Reading Plus	In progress