

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 4762 School Name: KNAPP 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%	-	-	39.86%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	44.41%	-	-	
		W	53.52%	-	-	30.99%	-	-	
		S	47.53%	-	-	9.2%	-	-	
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	58	-	-	59	-		-
		M	73	-	-	59	-		-
		W	63	-	-	66	-		-
ELP	40	-	-	71	-	-			

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 Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</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: 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 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 - using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness: -</p>
	<p>Disaggregated Graduation Rate Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</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 Expectation: At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score 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 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

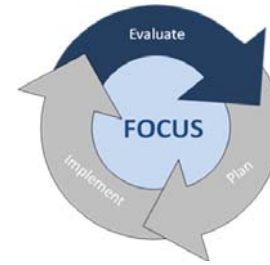
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Cristina Bansch-Schott, Principal
	Email	Cristina_bansch-schott@dpsk12.org
	Phone	720-424-6130
	Mailing Address	500 South Utica St., Denver, Co 80219
2	Name and Title	Leticia Jara-Leake, Assistant Principal
	Email	Leticia_jara-leake@dpsk12.org
	Phone	720-424-6130
	Mailing Address	500 South Utica St., Denver, Co 80219

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)	<p>By the end of the 2011 – 2012 school year, 50% of third grade students will score Proficient or Advanced in CSAP Reading.</p> <p>50% of third grade students who are ELLs will score Proficient or Advanced in CSAP Reading.</p> <p>55% of third grade students who are ELLs will score Proficient or Advanced in CSAP Math.</p> <p>By the end of the 2011 – 2012 school</p>	<p>48% of third grade students scored Proficient or Advanced in Reading TCAP in 2012. We missed the target by 2%.</p> <p>35% of third grade students who are ELLs scored Proficient or Advanced in Reading TCAP in 2012. We missed the target by 15%.</p> <p>47% of third grade students who are ELLs scored Proficient or Advanced in TCAP Math in 2012. We missed the target by 8%.</p>	<p>There was an increase of 10% in proficient and advanced scores from 2011 to 2012. The strategies begin implemented are yielding expected results.</p> <p>We continue to closely monitor the transition to English of our ELL students via DRA2 and EDL2 testing at the beginning, middle, and end of the school year.</p>

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.
	year, 35% of third, fourth, and fifth grade students will score Proficient or Advanced in CSAP Reading.	40% of third, fourth, and fifth grade students combined scored Proficient or Advanced in TCAP Reading in 2012. We surpassed the target by 5%.	
Academic Growth			
Academic Growth Gaps			
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.

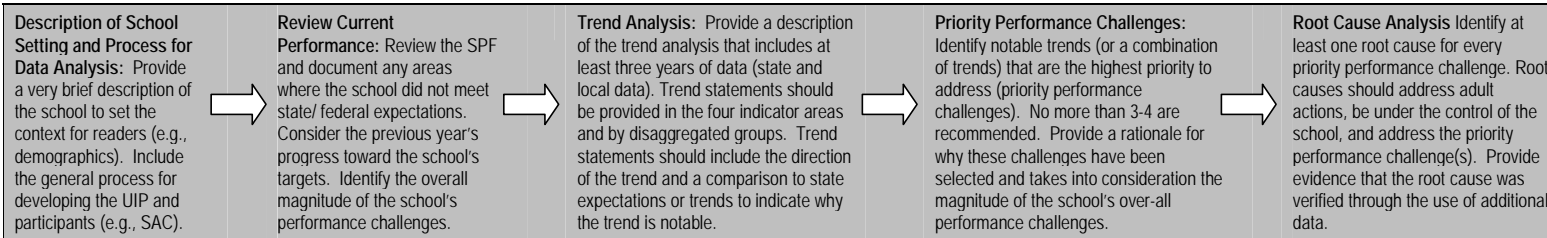
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>Reading: Knapp is rated as Does Not Meet</p> <p>Reading Gaps Status: In 2012, Knapp decreased the gap for Hispanic students another 7% in reading, from 32% proficient to 39% proficient.</p> <p>Reading Continuously Enrolled: Over 3 years Knapp students' proficiency increased from 22% to 36% (2010 – 2012)</p> <p>Math: Knapp is rated as Does Not Meet</p> <p>Over a 3 year period, grade 3 experienced a 9% increase, grade 4 experienced a 3% increase, and grade 5 experienced a 2% increase (2010 – 2012)</p> <p>Math Gaps Status: In 2012, Knapp decreased the gap for Hispanic students by 1% in math.</p> <p>Math Continuously Enrolled: Over 3 years, students' proficiency increased from 40% to 54% (2010 – 2012)</p>	<p>- For the past 3 years, overall performance on reading CSAP grades 3 has increased by 19% from 21% in 2010 to 48% in 2012. For grades 3-5, TCAP performance in reading has also increased by 10% from 30% in 2010 to 40% in 2012; however, it's below state expectation of 72%.</p>	<p>- The School Leadership Team analyzed the status and growth data and came to the following conclusions regarding root cause in terms of status:</p> <p>There continues to be a lack of consistency in the way reading strategies are taught. We teach a wide variety of content/strategies but none to mastery. In 2012, grade level teams are implementing a new approach to teaching reading strategies which is narrower in focus and increases rigor for students.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Writing: Knapp is rated as Does Not Meet Over 3 years, grade 3 experienced an increase of 10%, grade 4 an increase of 12% and grade 5 a decrease of 3% (2010 – 2012)</p> <p>Writing Gaps Status: Knapp decreased the gap by 1% in writing in grades 3-5 (2011 to 2012)</p> <p>Writing Continuously Enrolled: Over 3 years, students' proficiency increased from 22% to 44% (2010 – 2012)</p> <p>Science: Knapp is rated as Does Not Meet In 2012, only 9% of our fifth grade students demonstrated proficiency in science. This is an increase of 5% from 2011.</p>		
Academic Growth	Knapp meets expectations in this area.		
Academic Growth Gaps	Knapp meets expectations in this area.		
Post Secondary & Workforce Readiness			

Data Narrative for School

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

Data Narrative for School



Narrative
 Knapp Elementary School shows a positive trend in academic achievement (status) from 2010 to 2012 in reading, writing, and math. Knapp is beginning to close the gap between ELL and Non-ELL students. Also, our continuously enrolled population also shows an increase in academic achievement in reading, math, and especially in math.

Students Continuously Enrolled for 3 Years (2010 to 2012)

At or Above Proficient

	2010	2011	2012
Reading	22%	25%	36%
Math	40%	44%	54%
Writing	22%	33%	44%

CSAP Grades 3 Percent Proficient

	2009	2010	2011	2012
Reading	38%	21%	38%	48%
Mathematics	38%	38%	43%	47%
Writing	25%	22%	27%	32%

Grade 3 has shown steady increase in TCAP scores in reading.

CSAP Grade 4

	2009	2010	2011	2012
Reading	23%	26%	23%	41%
Mathematics	37%	40%	38%	43%
Writing	13%	11%	25%	23%

Grade 4 has shown a steady increase in TCAP scores over the last three years.

CSAP Grade 5

	2009	2010	2011	2012
Reading	28%	49%	41%	30%
Mathematics	27%	51%	48%	43%
Writing	21%	38%	37%	35%
Science	2%	3%	4%	9%

Grade 5 has shown steady improvement with some decreases the last two years.

English Language Learners: All Grades Reading

ELL students improved from 26% at or above proficient in 2011 to 35% in 2012 compared to Non ELL students whose scores increased only 2% from 2011 to 2012.

Special Education Students: All Grades Reading

Special Education students improved by 1% from 2011 to 2012 compared to 10% improvement made by non-Special Education students. This is an area of concern.

Growth Data:**Median Growth for Grade 4**

In 2011: 49

In 2012: 49.5

Median Growth for Grade 5

In 2011: 55

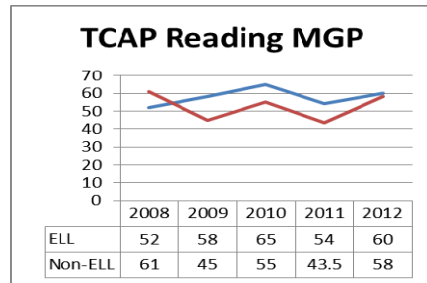
In 2012: 63

Overall Growth

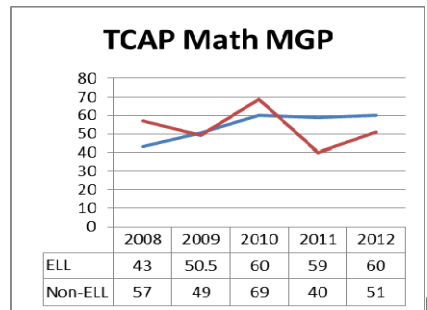
In 2011: 51.5

In 2012: 58.5

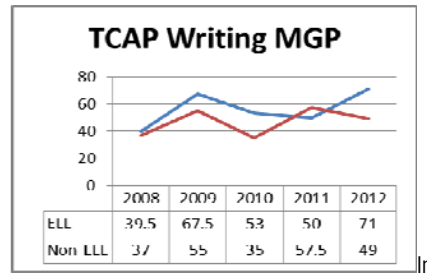
This year Knapp Elementary had above average growth with an increase of 9% from 2011. Knapp meets expectations in GROWTH



In Reading, our ELL students continue to demonstrate steady growth as indicated by the chart on the left.



In Math, our ELL students continue to demonstrate steady growth as indicated by the chart on the left.



In Writing, our ELL students continue to demonstrate steady growth as indicated by the chart on the left.

An analysis of students who are below grade level in grades 3, 4 and 5 revealed that students do make growth in DRA scores, however, they fail to keep up with classmates and grade level standards. In 2012, Grade 3 CSAP scores increased by 10%. In the Spring of 2012, 48% of our third grade students were reading at grade level.

Growth in Reading

Grade 4: 49 in 2011 and 49.5 in 2012

Grade 5: 55 in 2011 and 63 in 2012

Growth in Math

Grade 4: 50.5 in 2011 and 49.5 in 2012

Grade 5: 67 in 2011 and 70 in 2012

Growth in Writing

Grade 4: 44 in 2011 and 50 in 2012

Grade 5: 65 in 2011 and 77 in 2012

In terms of academic growth, Knapp meets expectations. Growth in all subject areas for grades 4 & 5 shows a steady increase. We believe that the current push in and regrouping models for reading instruction are a key to our success in reading growth. Our pre and post reading intervention tests and constructed response assessments help us determine if students are placed correctly and receiving the proper interventions. This year, we began utilizing STAR as another way to determine if students are placed correctly. Knapp is also progress monitoring Special Education and students receiving reading interventions using STAR. LLI was introduced to nine classrooms as an additional intervention for students who are reading more than one year below grade level. Higher level LLI materials were purchased in August 2012 and introduced to grades 4 and 5 with students reading 1 or more years below grade level.

A Spring 2011 staff survey indicated that 100% of staff support continuing to deliver reading and reading intervention instruction using a regrouping and push in model. The survey also indicated a need to research reading instruction materials especially to address the teaching of reading strategies. The School Leadership Team continues to be an integral part of developing schedules and setting non-negotiables for reading, math, and writing instruction.

Our School Satisfaction Survey indicates that students and parents have a positive perception of the school. Eighty eight percent of students responded positively to the survey along with 85% of the parents.

School Satisfaction Survey Results 2011 - 2012 for Knapp Elementary School

Students General Positive Response was 88%

Parents General Positive Response 2011 - 2012 for Knapp Elementary School

Academic Progress: 85%

Attendance: Students

Knapp's Positive Behavior Team has emphasized good attendance via incentives such as trimester award assemblies. Knapp's parent liaison also works with families to improve attendance and informs them via US mail if attendance is a concern. Overall, attendance at Knapp has improved over the past few years as indicated in this graph. The school rewards perfect attendance on a trimester and yearly basis.

Student Attendance: Attendance Compared to Prior Years (by grade)

	All Grades	All Grades	All Grades	All Grades	All Grades	All Grades	All Grades	All Grades
	All Grades	0	1	2	3	4	5	EC
2005-06	94.49%	92.87%	94.39%	94.59%	94.93%	94.96%	95.28%	93.77%
2006-07	95.19%	93.54%	95.47%	95.66%	95.44%	95.99%	95.76%	92.57%
2007-08	94.85%	92.59%	94.82%	95.26%	95.54%	95.47%	96.29%	92.84%
2008-09	94.41%	93.05%	94.28%	94.43%	95.49%	95.69%	94.26%	93.32%
2009-10	93.95%	91.87%	93.64%	94.54%	94.60%	94.71%	94.58%	93.91%
2010-11	95.05%	93.73%	94.94%	95.40%	95.83%	95.77%	94.95%	94.40%
2011-12	96.46%	95.23%	95.85%	96.58%	96.48%	97.38%	97.09%	96.58%

The conclusions reached by the leadership team are a result of feedback from staff, classroom observations, and teacher testimonials. The school leadership team, which is comprised of a representative from each of the following: grade level, Special Education, and Specials, believes that one of the major obstacles to not meeting Status expectations is related to lack of consistency in teaching and utilization of curriculum materials. Even though our students show growth in all subject areas, a large percentage fail to meet grade level targets and expectations. Knapp implemented a clear transition to English Plan in 2008, and we continue to closely monitor students' transition to English. Students who read below grade level have more difficulty demonstrating content knowledge in math and science as well as in writing. The percentage of students reading at grade level is an increase over the past year but this percentage does not translate to similar results on CSAP. Research based reading interventions were implemented two years ago year in grades K-5. Knapp uses school based assessments (and this year STAR) to progress monitor students as well as pre and post reading intervention assessments. We predict that our reading scores will increase this year and that our growth will remain constant. In writing, we have renewed our emphasis on analyzing student work, establishing common rubrics, and developing a scope and sequence to teach grammar and language within the context of writing. Our students do well in content and organization but need to improve

style and fluency. Knapp administers school-wide writing prompts which we score collaboratively using a scoring guide. This allows us to pinpoint areas of need. Professional development is also targeted to improving our students' use of language structures and functions. The leadership team expressed concern regarding the variety of resources that need to be accessed by a teacher to teach each lesson. In math, we have demonstrated continuous improvement in scores at all grade levels. The leadership team noted that more grade level meeting time is needed to determine priority of content for each lesson in Every Day Math so as to narrow down the focus. Progress monitoring is done via Data Teams. Currently, Knapp is piloting two different ways to address the needs of students who struggle in math. Grade 4 is regrouping students according to ability and additional support is provided to classrooms that have students who are not demonstrating grade level ability. Grade 5 is piloting the idea of grouping Special Education students as well as students who need additional support and adults flooding rather than pulling out. These actions have allowed us to be more strategic in the use of Every Day Math and its additional resources such as remedial lessons as well as extension activities. Last, the leadership team at Knapp is aware that the science scores are unacceptable. However, our focus has been on improving in reading, writing, and math. We believe that once our students improve their reading ability, science scores will improve as well. The fifth grade team will use Show What You Know Science to better prepare students for the Science Test. Grade 5 is also piloting the implementation of Accelerated Reader to increase reading stamina and independent reading in our students. School-wide implementation will be determined by data. This year, the new CCSS are being introduced through Interdisciplinary Units and Math Tasks, as well as through curriculum planning.

The UIP was developed in collaboration with the Collaborative School Committee and the School Leadership Team. The CSC includes parents, classified, and certified employees. The SLT has a total of 14 members representing each school team. Meetings were held May, September and October 2012.

The School Leadership Team at Knapp met on Friday, March 15, 2013 to review the UIP, implementation benchmarks and next steps. The SLT agreed on two specific next steps: revision of current interventions and the use of supplemental curriculum (Frames for Fluency) to improve style and fluency in writing.

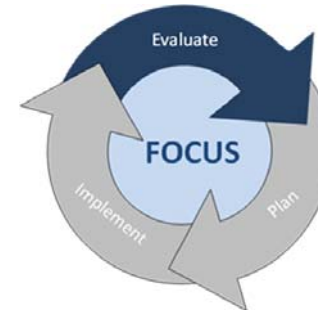
Section IV: Action Plan(s)

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	- For the past 3 years, overall performance on reading CSAP grades 3 has increased by 19% from 21% in 2010 to 48% in 2012. For grades 3-5, TCAP performance in reading has also increased by 10% from 30% in 2010 to 40% in 2012; however, it's below state expectation of 72%.	By the end of the 2012 – 2013 school year, 46% of students in grades 3-5 students will score Proficient or Advanced in TCAP Reading.	By the end of the school year, 53% of students in grades 3-5 will score proficient or advanced in TCAP reading.	<p>STAR given 4 times per year.</p> <p>School Wide Assessments – teacher created based on grade level standards given once a month.</p> <p>DIBELS used as part of Body of Evidence to determine SPED eligibility.</p>	<p>Establish a clear and consistent progress monitoring system for math, reading, and writing.</p> <p>Fully implement Response to Intervention and progress monitor success of reading interventions.</p> <p>Establish clear and concise learning objectives in reading and writing.</p>
		M		By the end of the 2012 – 2013 school year, 54% of grade 3-5 students will score Proficient or Advanced in CSAP math.	By the end of the school year, 60% of students in grades 3-5 will score proficient or advanced in TCAP math.	<p>Unit Tests given at the end of each EDM Unit.</p> <p>District Math Interims given three times per year.</p>	<p>Establish a clear and consistent progress monitoring system for math, reading, and writing.</p>
		W		By the end of the 2012 – 2013 school year, 36% of third, fourth, and fifth grade students will score Proficient or Advanced in TCAP writing.	By the end of the school year, 39% of students in grades 3-5 will score proficient or advanced in TCAP writing.	<p>District Writing Interims given three times per year.</p> <p>School-wide writing prompts given once per month.</p>	<p>Establish a clear and consistent progress monitoring system for math, reading, and writing.</p> <p>Fully implement Response to Intervention and</p>

							progress monitor success of reading interventions. Establish clear and concise learning objectives in reading and writing.
		S		By the end of the school year, 20% of students in grade 5 will score proficient or advanced in TCAP science.	By the end of the school year, 29% of students in grade 5 will score proficient or advanced in TCAP science.	Teacher created assessments throughout year.	TCAP Practice Benchmarks as established by teachers.
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Establish a clear and consistent progress monitoring system.

Root Cause(s) Addressed: We teach a wide variety of content/strategies but none to mastery.

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)
<ul style="list-style-type: none"> Select and implement school wide genre appropriate writing prompts for grades 1 -5 (monthly) and K (starting Semester 2). TLA participants will link new CCSS expectations to our current progress monitoring system in reading and writing. Monitor ELA-S's students transition to English Progress monitoring students reading levels and ability to summarize, infer, and complete a short constructed response. Half day planning sessions for teachers to narrow down content of reading curriculum, and agree on techniques to teach reading strategies. Establish consistency as grade level teams and across grade levels for teaching reading strategies to include scope and sequence 	<p>Monthly</p> <p>Three times per year with grade level teams.</p>	<p>Humanities Facilitator & Principal</p>	<p>Humanities Facilitator, Title I funds and Title II funds.</p> <p>\$1,500 per trimester for substitute teachers, general fund</p> <p>\$500 subs for testing, general fund</p> <p>Class size reduction, 2 full time teachers, Title I funds</p>	<p>Monthly: Grade level teams score writing prompts, analyze results using Scoring Guide, compare to grade level proficiency, set improvement goal, plan next instructional steps using backward design process.</p> <p>Mid-Year testing (DRA2) in ELA-S classrooms.</p> <p>Analyze CSAP Frameworks and Interim 3 reading to determine assessed skills in school-</p>	<p>In progress/ will be completed in May 2013.</p> <p>Half day planning sessions have been completed by all grade levels.</p>

<p>as well as differentiated curriculum.</p> <ul style="list-style-type: none"> Utilize writing resources purchased <u>Boy Writers</u> by Fletcher, <u>Write Like This</u> by Gallagher, and <u>Mentor Texts</u> by Dorfman and Cappelli to address style and fluency as well as grammatical structures in writing. Progress monitor students' progress in mathematics via Data Teams. Connect new CCSS expectations to current curriculum. 	<p>Twice a month</p>	<p>Assistant Principal and Grade Level Teams</p>		<p>wide reading assessments. Data Teams to meet twice monthly to establish SMART goals, track student progress, and prioritize curriculum content. Use Unit EDM Tests. Teachers track math goal proficiency in classroom.</p>	
<ul style="list-style-type: none"> Select and implement school wide reading benchmarks (short constructed response on main idea, identifying important details, summarizing text) for grades 1 – 5. 	<p>Monthly</p>	<p>Humanities Facilitator & Principal</p>	<p>Humanities Facilitator, Title I funds and Title II funds.</p>	<p>Monthly: Grade level teams score mini-reading benchmarks and utilize school developed scoring guide for short constructed response, retell and summary writing (modified from <u>Better Answers & Step Up To Writing</u>), compare to grade level proficiency, set improvement goal, determine next instructional steps utilizing backward design process.</p> <p>Select cohort of students to monitor closely and track CELA, guided reading levels, STAR, as well as progress on</p>	<p>In Progress/will be completed in May 2013.</p>

				school wide reading response assessments.	
<ul style="list-style-type: none"> Create and analyze math short constructed response assessments via Data Team cycle. 	Monthly	Assistant Principal and grade level teams	Local	Grade level teams determine weight of standards on standardized testing and compare to curriculum. Teams develop math constructed response based on the above. Teams develop rubric, score assessment, group students accordingly, set SMART goal. Teams determine feedback for students.	In progress/will be completed in May 2013.
<ul style="list-style-type: none"> Continue to collect guided reading instructional level for every student on a monthly basis and monitor student grouping during reading instruction. 	Monthly	Principal & School Leadership Team	Local	Monthly: Data review by Principal and grade level teams and School Leadership Team. Team determines professional development needs and resources. Determine improvement of groups working with LLI intervention.	Completed.

* 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: Fully implement Response to Intervention and progress monitor success of reading interventions. **Root Cause(s) Addressed:** There continues to be a lack of consistency in the way reading strategies are taught. Students reading below grade level.

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)
<ul style="list-style-type: none"> Re- group students during the reading and skills blocks by DRA2 & EDL2 reading levels. Take into account CELA, CSAP, as well as DIBELS data for RTA and students who need Body of Evidence. 	Spring previous year, team review in September 2012, November 2012, January 2013, March 2013, April 2013. Individual students reviewed throughout year.	Principal & RTI Coordinator,	Local Title I supplies & Intervention Teacher funded in part but Title I funds	Foundations or Spellography are used as interventions depending on groups' needs and previous year's intervention. RTI coordinator collects Pre and Post assessment data for double dose of Foundations. LLI added as an intervention in all classrooms where students are reading below grade level. Fluency and response to reading/summary writing added as requirements for all students.	Initial placement and review completed. Student movement across groups is ongoing through May 2013.
<ul style="list-style-type: none"> School-wide RTI meetings to review all students' academic progress 	4 times per year	Principal, RTI coordinator, SPED representative, grade level teams	Local & Humanities Facilitator & Intervention Teacher funded in part by Title I funds	September, December, February, April. Develop list of students needing Body of Evidence. Parent notification sent via U.S mail.	Will be completed in April 2013.

				RTI coordinator works in collaboration with Special Education to fulfill requirements of SIT process. Use DIBELS and pre/post intervention data to track students who are part of the RTA grant as well as students who require a Body Of Evidence.	
<ul style="list-style-type: none"> Utilize decodable text with students receiving reading interventions such as Wilsons, Foundations, Read Naturally, and Spellography. 	Throughout year	Humanities Facilitator & classroom teacher	School Improvement Grant (ended 08/30/10)	Decodable text purchase, distribution, and training. Completed on 09/30/10.	Completed
<ul style="list-style-type: none"> Use a BOE to determine effectiveness of instruction and interventions 	Throughout year	SAL, Technology Teacher, Classroom Teachers	Knapp received two sets of clickers through DPS grant and applied to receive set of netbooks to assist with testing.	Beginning, Fall, Mid, and End of Year Testing.	In progress/School Leadership Team to meet in April and May 2013 to determine modifications to interventions.
<ul style="list-style-type: none"> SLT will review and update current interventions in consultation with grade level teams. 	May 2013	SLT/Principal			In progress

Major Improvement Strategy #3: Establish clear and concise learning objectives in reading and writing. **Root Cause(s) Addressed:** We teach a wide variety of content/strategies but none to mastery.

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)
<ul style="list-style-type: none"> Following the backwards design process, grade level teams will identify big ideas, and essential questions for each unit of study in math, reading, and writing as well as new interdisciplinary units of study. 	3 half day planning sessions per grade level by end of Semester 1 & 1 half day planning session by end of Trimester 2	Principal, Humanities Facilitator	Humanities Facilitator partially funded by Title I	Determine proficiency and utilize backwards planning to achieve end goal. Planning to take place in September, early November, January, and April. Finalized Scope and Sequence of Reading Strategies.	Completed.
<ul style="list-style-type: none"> Improve Transition to English Plan -Introduce the teaching of grammatical structures and functions in grades 3 – 5 via a Scope and Sequence and activities to be added to the reading block. Resource: <u>Avenues and Teaching English Grammar Through Writing</u> by Keith Polette 	Ongoing	Principal Humanities Facilitator	Humanities Facilitator partially funded by Title I	Kinder ELA-S classrooms introduce the teaching of English phonics twice a week during ELD Block using Foundations Assess all ELA-S students in DRA2 in the Fall, Winter, and Spring. DRA2 and EDL2 levels should be comparable. Incorporate the teaching of grammatical structures into the writing block.	Scope and Sequence created by Principal and HF by the end of October. In progress. Grade level teams will pilot use of Frames for Fluency in April and May 2013.
<ul style="list-style-type: none"> Pilot supplemental curriculum 	April and May	Grades 3-5			Will start in April

Frames For Fluency during writing block to improve style and fluency in writing.	2013				2013
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Section V: Appendices

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

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

Major Improvement Strategy #4: Set clear expectations for parent and student accountability and enforce Knapp attendance, tardy, and homework policies.

Root Cause(s) Addressed by the Major Improvement Strategy: We teach a wide variety of content/strategies but none to mastery.

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.
 Amendments to a Title I schoolwide or targeted assistance plan.
 School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
a) Track and enforce attendance policy. -Enforce tardy policy. -Request Court Hearing for students with 20+ absences. -Attendance pins awarded in classroom celebrations T1, T2, T3	Monthly	-School psychologist -Parent Liaison -School Nurse	General fund Title I funding for parent meetings. Partial Title I funding for school nurse.	Parent liaison sends 5 days attendance letter to be followed by Truancy Letter at 10 days if no improvement. Parent liaison makes phone call or home visit. Lunch detention for students who are tardy. Repeat offenders referred to parent liaison for parent contact. Early Pick Up Form completed by parents. Students who are picked up early too many times are referred to nurse and parent liaison.

				In progress.
b) Continue to implement Positive Behavior Support and introduce Restorative Justice.	Throughout school year.	Assistant Principal, school counselor, and Positive Behavior Support Team	Local	Maintain 70% or above positive responses on PBS assessment tool. Reduce total number of out of school suspensions. Consistently implement Behavior Contracts. In progress.
c) Continue Homework Help policy for students who do not bring completed homework.	2012 - 2013	Grade level teams	Local	Grade level teams provide supervision and assistance to students who do not bring homework. School tracks data to intervene with repeat offenders. In progress.

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
Back To School Morning Parent Meeting – Title I information	August 2012	Principal and AP	Local	Informal evaluation of meeting Completed
Back To School Morning Parent Meeting – Curriculum	August 2012	Principal and AP	Local	Parent attendance via sign in sheet and informal evaluation

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and school information – Parent Contract at Registration				Completed
Monthly parent meetings on a variety of topics such as Positive Behavior Support, Mental and Medical Health, services, CSAP, Love and Logic Parent Training.	September 2012 through May 2013	Parent liaison & Principal	Title I Funding for parent liaison & food for parent meetings - \$4,793	Parent attendance via sign in sheet and informal evaluation In progress
Family Math Night	January 2013	Parent Liaison & Principal	Title I Funds – Community Resources fee is \$900	Attendance and informal evaluation Completed
Family Science Night	September 2012	Parent Liaison & Principal & Community Resources	Title I Funds – Community Resources fee is \$900	Attendance and informal evaluation Completed
Family Performance Night	March 2013	Parent Liaison & Principal & Community Resources	Title I Funds – Community Resources fee is \$900	Scheduled for 03/21/13
Fifth Grade Continuation	May 2013	Principal & Grade 5 Teachers	Title I Funds – Food - \$300	Attendance
Parent Teacher Conferences: 1 per semester	Fall 2012 & Spring 2013	Principal & Teachers	Local	Goal is to achieve 100% attendance. Conferences are held to discuss student progress. Completed
Progress Report Indicators	1 per Trimester	Teachers	Local	Trimester reports indicate achievement or progress towards standards. T1 and T2 have been completed.
RTI Process	Throughout school year	Principal, RTI Coordinator, Psychologist, SPED representative	Partial funding through Title I	Knapp informs parents via US mail when there is an academic, behavioral, or other concern. Invites parents to meet with school

				staff. In progress
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Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

- School Plan under State Accountability.
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant.
 Title I 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 Title I teachers and paraprofessionals will be monitored to ensure they are highly qualified.	Ongoing as teachers and paraprofessionals are hired. Attestation due to Title I Office September 30 th	Principal	Local	Teachers and paraprofessionals are highly qualified.
Attract highly qualified teachers: Job Fairs	Spring 2013	Principal or AP	Local	Knapp will retain 90% of our current staff excluding staff lost to budget cuts.

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	Time ine	K y Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks

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Early Childhood Education teachers and Kindergarten teachers will plan together 3 times per year	October 2012, November 2012, January 2013	Teacher Effectiveness Coach, Humanities Facilitator & Principal	General fund	Evaluation of planning sessions will indicate that they were useful and that expectations are aligned.
School nurse will hold parent meetings with ECE parents and consult with teachers on topics such as on nutrition, vision and hearing, child development, etc.	2012- 2013 school year	School Nurse	School nurse partially funded through Title I	Evaluation by parents and teachers will indicate sessions are informational.

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
<u>Title I Funds:</u> -Materials and supplies -Salaries for Title I teachers -Salaries for Intervention Teachers -Salaries for Parent Liaison	2012- 2013 school year	Principal	Title I Title II (See attached budget)	School budget is reviewed by Collaborative School Committee.

Section V: Appendices

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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)

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program

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

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	The School Leadership Team and the Collaborative School Committee provide guidance in the development of the UIP. They also review the UIP during the school year.
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III: Data Narrative (p. 7) and Section IV: Action Plan (p. 10)	<i>Please see major improvement strategies section and data review.</i>
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 10)	<i>Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.</i> <i>Pages 18 through 29 in the Knapp UIP.</i>
All core content teachers are highly qualified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

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How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	Knapp adheres to the hiring & retention processes established by Denver Public Schools.
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Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	Student data/student work is used to determine next steps in professional development. Teacher surveys are also utilized.
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	Knapp provides early childhood education program to 4 year olds. ECE teachers are members of our staff and participate in all professional development as well as school planning. ECE teachers meet with Kindergarten teachers – as well as parents – to ease the transition from ECE into Kindergarten. Grade 1 teachers also meet with Kindergarten parents at the end of the year to ease the transition into grade 1.
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	The Collaborative School Committee as well as the School Leadership Team review the UIP annually. The CSC includes parents.
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	<p><i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i></p> <p><i>See Title I budget (attached)</i></p>

Knapp Title I Budget for 2012 – 2013

Acct	AssumName	FTE#	Values	Period														Grand Total
				1	3	4	5	6	7	8	9	10	11	12	13	14		

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250-11-0010-4010-0-0590	Allocation		Budget																									
			Exp																									
			Variance																									
250-11-0010-4010-0-0610	General Supplies		Budget												19,039.00													
			Exp																									
			Variance												19,039.00													
250-11-0010-4010-2-0110	Harms, Pamela	1	Budget	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	70,824.00
			E	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

			x p Variance	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	5,902.	70,824.
				00	00	00	00	00	00	00	00	00	00	00	00
	Hernandez, Amanda	1	Budget	3,160.	3,160.	3,160.	3,160.	3,160.	3,160.	3,160.	3,160.	3,160.	3,160.	3,160.	37,920.
				00	00	00	00	00	00	00	00	00	00	00	00
			E x p Variance	-	-	-	-	-	-	-	-	-	-	-	-
				3,160.	3,160.	3,160.	3,160.	3,160.	3,160.	3,160.	3,160.	3,160.	3,160.	3,160.	37,920.
				00	00	00	00	00	00	00	00	00	00	00	00
	Snyder-Poole, Sara	0.4	Budget	1,569.	1,569.	1,569.	1,569.	1,569.	1,569.	1,569.	1,569.	1,569.	1,569.	1,569.	18,828.
				00	00	00	00	00	00	00	00	00	00	00	00
			E x p Variance	-	-	-	-	-	-	-	-	-	-	-	-
				1,569.	1,569.	1,569.	1,569.	1,569.	1,569.	1,569.	1,569.	1,569.	1,569.	1,569.	18,828.
				00	00	00	00	00	00	00	00	00	00	00	00
250-11-0010-4010-2-0200	Harms, Pamela		Budget	1,105.	1,105.	1,105.	1,105.	1,105.	1,105.	1,105.	1,105.	1,105.	1,105.	1,105.	13,260.
				00	00	00	00	00	00	00	00	00	00	00	00
			E x p Variance	-	-	-	-	-	-	-	-	-	-	-	-
				1,105.	1,105.	1,105.	1,105.	1,105.	1,105.	1,105.	1,105.	1,105.	1,105.	1,105.	13,260.
				00	00	00	00	00	00	00	00	00	00	00	00
	Hernandez, Amanda		Budget	592.00	592.00	592.00	592.00	592.00	592.00	592.00	592.00	592.00	592.00	592.00	7,104.00

			E x p Variance 592.00 592.00 592.00 592.00 592.00 592.00 592.00 592.00 592.00 592.00 592.00 592.00 592.00 7,104.00
	Snyder-Poole, Sara		Budget 294.00 294.00 294.00 294.00 294.00 294.00 294.00 294.00 294.00 294.00 294.00 294.00 294.00 3,528.00 E x p Variance 294.00 294.00 294.00 294.00 294.00 294.00 294.00 294.00 294.00 294.00 294.00 294.00 294.00 3,528.00
250-11-0010-4010-2-0204	Flex Benefit		Budget 996.00 996.00 996.00 996.00 996.00 996.00 996.00 996.00 996.00 996.00 996.00 996.00 996.00 11,952.00 E x p Variance 996.00 996.00 996.00 996.00 996.00 996.00 996.00 996.00 996.00 996.00 996.00 996.00 996.00 11,952.00
250-21-2134-4010-2-0110	Henning, Mary	0.6	Budget 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 42,432.00 E x p Variance 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 3,536.00 42,432.00
250-21-2134-4010-2-0200	Henning, Mary		Budget 662.00 662.00 662.00 662.00 662.00 662.00 662.00 662.00 662.00 662.00 662.00 662.00 662.00 7,944.00

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			E x p Variance	-	-	-	-	-	-	-	-	-	-	-	-	7,944.00
250-21-2134-4010-2-0204	Flex Benefit		Budget	249.00	249.00	249.00	249.00	249.00	249.00	249.00	249.00	249.00	249.00	249.00	249.00	2,988.00
			E x p Variance	-	-	-	-	-	-	-	-	-	-	-	-	2,988.00
250-22-2217-4010-2-0110	Harvey, Leslie	0.73	Budget	3,975.00	3,975.00	3,975.00	3,975.00	3,975.00	3,975.00	3,975.00	3,975.00	3,975.00	3,975.00	3,975.00	3,975.00	47,700.00
			E x p Variance	-	-	-	-	-	-	-	-	-	-	-	-	47,700.00
250-22-2217-4010-2-0200	Harvey, Leslie		Budget	744.00	744.00	744.00	744.00	744.00	744.00	744.00	744.00	744.00	744.00	744.00	744.00	8,928.00
			E x p Variance	-	-	-	-	-	-	-	-	-	-	-	-	8,928.00

10/12/10

250-22-2217-4010-2-0204	Flex Benefit		Budget 303.00 303.00 303.00 303.00 303.00 303.00 303.00 303.00 303.00 303.00 303.00 303.00 303.00 E x p - - - - - - - - - - - - - - - Variance 303.00 303.00 303.00 303.00 303.00 303.00 303.00 303.00 303.00 303.00 303.00 303.00 303.00	3,636.00
250-33-3300-4010-0-0610	General Supplies		B u d g e t 4,792. 00 E x p - V a r i a n c e 4,792. 00	4,792.00
250-33-3300-4010-0-0690	Food		B u d g e t - E x -	-

10/12/10

		p V a r i a n c e															
Total Budget		23,831	23,087	23,087	23,087	23,087	23,087	23,087	23,087	23,087	23,087	23,087	23,087	23,087	23,087	300,87	
		.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	5.00	
Total Exp		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Variance		23,831	23,087	23,087	23,087	23,087	23,087	23,087	23,087	23,087	23,087	23,087	23,087	23,087	23,087	300,87	
		.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	5.00	