

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 5158 School Name: LINCOLN ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	72.05%	-	-	77.58%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	75.6%	-	-	
		W	54.84%	-	-	65.18%	-	-	
		S	45.36%	-	-	60.22%	-	-	
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	28	-	-	66	-	-	
		M	47	-	-	66	-	-	
		W	40	-	-	70	-	-	
ELP	40	-	-	55	-	-			

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

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	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.	No

Improvement Plan Information

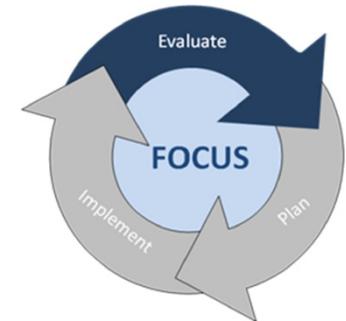
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Janice Spearman, Principal
	Email	Janice_Spearman@dpsk12.org
	Phone	720-424-5992
	Mailing Address	710 S. Pennsylvania St. Denver, CO 80209
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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)	The difference between the performance of the White and Hispanic subgroups in reading will decrease from 23% to 15%.	The difference in performance between the White and Hispanic subgroups increased from 21% to 26%. The target was not met.* <small>(*difference in data due to change in reporting categories)</small>	Lincoln didn’t have enough interventions in place to provide intensive reading instruction to Hispanic children who are significantly below their grade level in reading.
	Overall TCAP reading performance will increase from 80% – 83%	Target not met. Reading status decreased from 80% to 78%. The school was 5% away from reaching the target.	
	The difference between the performance of the White and Hispanic subgroups in writing will decrease from 24% to 17%.	The difference in performance between the White and Hispanic subgroups decreased from 26% to 25%. The target was not met.* <small>(*difference in data due to change in reporting categories)</small>	Teachers are still learning the best ways to provide differentiated instruction to children from a variety of backgrounds. No writing interventions were in place to provide additional support to students who needed it.
Overall TCAP writing performance will increase from 71% – 73%.	Target not met. Writing status decreased from 71% to 68%. The school was 5 % from reaching the target.		

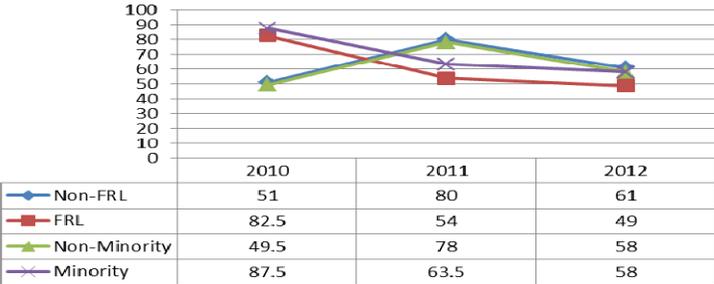
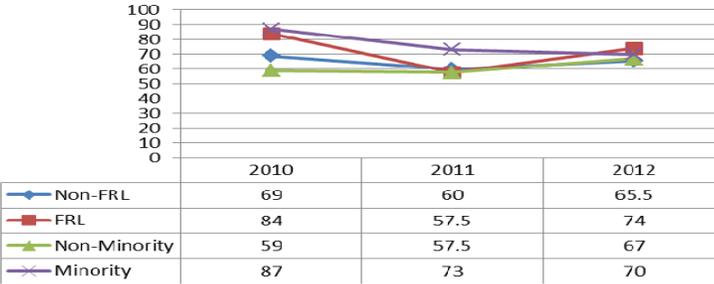
Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth			
Academic Growth Gaps			
Post Secondary Readiness			

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>Lincoln Status Overall</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>76%</td> <td>67%</td> <td>70%</td> <td>79%</td> <td>78%</td> </tr> <tr> <td>Reading</td> <td>68%</td> <td>68%</td> <td>74%</td> <td>80%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>51%</td> <td>56%</td> <td>56%</td> <td>71%</td> <td>68%</td> </tr> <tr> <td>Science</td> <td>74%</td> <td>61%</td> <td>70%</td> <td>58%</td> <td>54%</td> </tr> </tbody> </table> <p>The percentage of students scoring proficient or advanced on Math, Reading and Writing increased from 2008 to 2011. Performance in 2012 decreased by 1% in Math, 2% in Reading, and 3% in Writing. All content areas are above state and district expectations.</p> <p>Science proficient and advanced scores have been inconsistent from 2008 to 2012 with 2012 being the lowest.</p>		2008	2009	2010	2011	2012	Math	76%	67%	70%	79%	78%	Reading	68%	68%	74%	80%	78%	Writing	51%	56%	56%	71%	68%	Science	74%	61%	70%	58%	54%		
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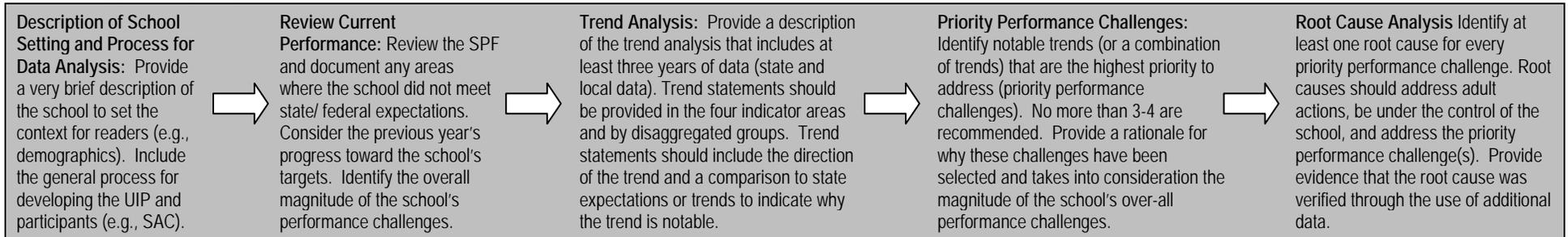
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Post Secondary & Workforce Readiness																							

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



Description of School and Process for Data Analysis

"Lincoln Elementary, Traditional and Montessori School Two Programs Connecting as One Community." Lincoln Elementary is located in the West Washington Park Community and is a school with two very different academic programs for students. The Montessori strand uses curriculum designated for their program, but focuses on ensuring that students' instruction aligns with the Colorado standards. Our traditional strand uses DPS approved curriculum and also focuses on ensuring that students' instruction aligns with Colorado standards.

Lincoln's enrollment for the 2011-12 school year was 357 ECE through 5th grade students. Our population consisted of 31.4% minority students, 34.2% who qualified for free and reduced lunches, 10.9% who are classified as English Language Learners and 6.2% who have an Individual Education Plan (IEP).

Lincoln received a rating of "Meets" for Academic Achievement and "Exceeds" for Academic Growth and Academic Growth Gaps on the CDE SPF. In addition, Lincoln "Exceeds" in both status and growth and is classified as a "Distinguished School" on the DPS SPF.

At the beginning of the school year teachers looked at TCAP data to determine trends and discussion focused on the continuing gap between White and Hispanic students in all areas. The School Leadership Team (SLT) continued to look at the data and determined that Lincoln should focus on the gap in Writing between White and Hispanic students. We believe that by improving Hispanic students' written responses to reading as well as to math problems, this will improve their performance in all areas.

Review Current Performance

Our staff convened to review last year's targets. Our results are as follows:

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)	The difference between the performance of the White and Hispanic subgroups in reading will decrease from 23% to 15%. Overall TCAP reading performance will increase From 80% – 83%	The difference in performance between the White and Hispanic subgroups increased from 21% to 26%. The target was not met.* (*difference in data due to change in reporting categories) No. Reading status decreased from 80% to 78%. The school was 5% away from reaching the target.	Lincoln didn't have enough interventions in place to provide intensive reading instruction to Hispanic children who are significantly behind their grade level in reading. Teachers are still learning the best ways to provide differentiated instruction to children from a variety of backgrounds. No writing interventions in place to provide additional support to students who need it.
	The difference between the performance of the White and Hispanic subgroups in writing will decrease from 24% to 17%. Overall TCAP writing performance will increase From 71% – 73%	The difference in performance between the White and Hispanic subgroups decreased from 26% to 25%. The target was not met.* (*difference in data due to change in reporting categories) No. Writing status decreased from 71% to 68%. The school was 5 % from reaching the target.	

Trend Analysis

In looking at current TCAP status and growth reports across content areas, we noted the following trends:

Academic Achievement (Status):

- The percentage of students scoring proficient or advanced on Math, Reading and Writing increased from 2008 to 2011. Performance in 2012 decreased by 1% in Math, 2% in Reading, and 3% in Writing. All content areas are above state and district expectations.
- Science proficient and advanced scores have been inconsistent from 2008 to 2012 with 2012 being the lowest.
- The difference in performance between the White and Hispanic subgroups increased from 15% in 2011 to 30% in 2012 for Math.
- The difference in performance between the White and Hispanic subgroups increased from 21% in 2011 to 26% in 2012 for Reading.
- The difference in performance between the White and Hispanic subgroups decreased from 26% in 2011 to 25% in 2012 for Writing.

Academic Growth:

- The MGP for Math has decreased from 72 in 2010 to 58 in 2012, but is still meeting district and state expectations.
- The MGP for Reading decreased from 69 in 2008 to 64 in 2009, increased to 81 in 2010, decreased to 58 in 2011, and then increased to 68 in 2012 meeting district and state expectations.
- The MGP for Writing increased from 60 in 2008 to 71 in 2010. It decreased to 70 in 2011 and remained stable in 2012. The MGP for Writing exceeds the district and state expectations.

Academic Growth Gaps:

- The MGP for the FRL subgroup in Math has decreased from 82.5 in 2010 to 49 in 2012 dropping slightly below the district expectation of 50.
- The MGP for the Minority subgroup in Math has decreased from 87.5 in 2010 to 58 in 2012, but has remained above the district expectation of 50.

- The MGP for the FRL subgroup in Reading decreased from 84 in 2010 to 57.5 in 2011, followed by an increase to 74 in 2012 which exceeds state and district expectations.
- The MGP for the Minority subgroup in Reading has decreased from 87 in 2010 to 70 in 2012, but continues to exceed state and district expectations.
- The MGP for the FRL subgroup in Writing increased from 59 in 2010 to 62 in 2011 and remained stable in 2012 meeting state and district expectations.
- The MGP for the Minority subgroup in Writing increased from 2010 to 2011, but decreased to 55 in 2012. The MGP is still above state and district expectations.
- There is currently a 10 percentile difference between the FRL focus group and the Non-FRL reference group in Writing.
- There is currently a 20 percentile difference between the Minority focus group and the Non-Minority reference group in Writing.

Priority Performance Challenges

The School Leadership Team (SLT) examined our trend data across content areas and subgroups, and agreed upon the following priority performance challenge:

- There is a significant gap (25%) in proficient and advanced scores between Hispanic and White students in Writing.

Root Cause Analysis

The staff met to discuss explanations for the Priority Performance Challenge. Some of the possible root causes we generated were as follows:

- Many of our Hispanic students enter Lincoln at upper grades and teachers are still learning strategies that help students grow more than one year.
- There were no intervention teachers to provide additional support to students that allowed them to make the necessary growth to score in the proficient range on the TCAP.
- Lincoln also had limited resources to offer these struggling Hispanic students.
- We have no after school homework support or tutoring support before or after school.
- Teachers have limited strategies for helping Hispanic students.

The SLT then prioritized the explanations and the following root cause was identified:

- Teachers need specific strategies to close the achievement gap for Hispanic students in Writing.

We then verified the root causes by looking at Reading, Math and Writing interims. We see the same patterns with gaps and continue to believe that our Hispanic students need extra support to reach grade level expectations.

The SLT will review the UIP monthly to ensure that we are focusing on our Priority Performance Challenges. Twice a year we will look at the UIP in data teams. Twice a year we review the UIP in CSC meetings.

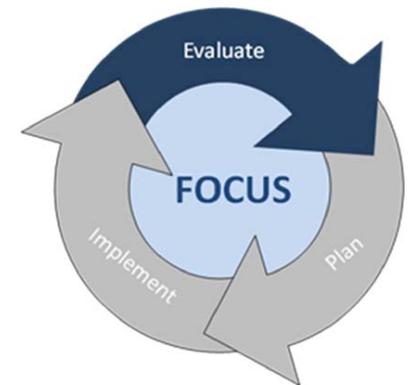
Section IV: Action Plan(s)

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					
		M					
		W	There is a significant gap (25%) in proficient and advanced scores between Hispanic and White students in Writing.	Overall TCAP Writing performance will increase from 68% to 75%. The difference in performance between the Hispanic and White subgroups will decrease from 25% to 20%.	Overall TCAP Writing performance will increase from 75% to 77%. The difference in performance between the Hispanic and White subgroups will decrease from 20% to 15%.	Fall Writing Interims P/A 2 nd grade = 59% 3 rd grade = 53.3% 4 th grade = 32.6% 5 th grade = 23.7%	Improve all students' writing with a special emphasis on reducing the gap between White and Hispanic students.
		S					
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.

Priority Performance Challenge: There is a significant gap (25%) in proficient and advanced scores between Hispanic and White students in Writing.

Root Cause(s) Addressed: Teachers need specific strategies to close the achievement gap for Hispanic students in Writing.

Major Improvement Strategy #1: Improve all students' writing with a special emphasis on reducing the gap between White and Hispanic students.

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*
Traditional teachers are studying strategies to effectively implement "Close Reading" and written responses to this "Close Reading" in their PDU.	Twice a month from September 2012 to May 2013	Traditional Teacher Leaders, PDU Leader	School/teachers have purchased or gotten with bonus points Scholastic and other reproducible materials that have "Close Reading" materials and graphic organizers for written responses.	Teachers will discuss use of these materials during PD and write reflections on their use for principal review.	In Progress
Students who are on Reading ILP's will be provided with a daily intervention that includes written responses to reading.	Daily from October 2012 – May 2014	Paraprofessionals and Special Education Teachers	Reading Plus On-line Intervention; F.A.S.T Intervention program; Wilson, Passport	Principal will attend data team meetings regarding writing with an eye to strategies that support students on ILPs.	In Progress
Teachers will use teacher made rubrics as well as Step Up to Writing Rubrics to teach students and evaluate their writing. Teachers will use this information to more specifically target the needs of Hispanic students who are also struggling writers.	Daily from October 2012 – May 2014	Classroom teachers	Teacher made materials and Step Up to Writing Materials	Principal will attend data team meetings regarding writing with an eye to strategies that support struggling Hispanic students.	In Progress

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)