

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 5578 School Name: MARRAMA ELEMENTARY SCHOOL SPF Year: 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 2012-13. 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. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	54.51%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	51.57%	-	-	
		W	53.52%	-	-	47.45%	-	-	
		S	47.53%	-	-	37.93%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			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	40	-	-	50	-	-	
		M	60	-	-	50	-	-	
		W	45	-	-	58	-	-	
ELP	-	-	-	52	-	-			

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework 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>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: At 80% or above on the best of 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 Postsecondary & Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework 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 ELLs.	-	
	<p>Dropout Rate Expectation: At or below state average overall.</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average.</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool for public viewing at www.schoolview.org

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment			
ESEA and Grant Accountability			
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 is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

Section II: Improvement Plan Information

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 or Expedited Review? If so, 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 Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)

Other: _____

School Contact Information (Additional contacts may be added, if needed)

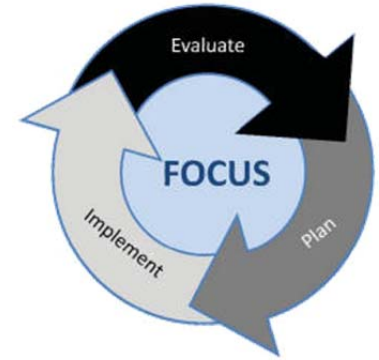
1	Name and Title	Merida Fraguada, Principal
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	Mailing Address	

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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 the Unified Improvement Planning Handbook.



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

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>➔</p>	<p>Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least 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>➔</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 performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>➔</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 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.</p>	<p>➔</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. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Data Narrative Elements: Please complete each section below. *Directions are included in italics.*

Description of School and Process for Data Analysis
(Include a brief description of the school, the process for developing the UIP, and who participated in the data analysis such as parents, school staff, and program administrators such as Early Reading First or Head Start.

Marrama Elementary is an elementary school in the Far North East Region. We have an enrollment of 622 students. We have a diverse population 41.8% Hispanics, 32.2% Blacks, 13.0% Whites, 3.6% Asians and 8.7% unknown. Free and Reduce Lunches is 85.57%. In addition to the traditional content areas (reading, writing, math, science and social studies) we offer a strong program in the arts. We offer art, Instrumental music, band and chorus. In addition, we offer technology and physical education.

The UIP at Marrama Elementary is a continuous effort based on academic initiatives that might change to meet student's academic needs. After a detailed evaluation we set the

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next steps for the current school year based on the UIP as a road map. This year Teacher Leaders in the school took leadership to establish a set of data not only for reading but also for writing and math and science. At the beginning of the year our Gifted and Talented Teacher took leadership in analyzing the data around English Language Learners to determine the best interventions for those students based on their language proficiency. All teachers in the school start from day one evaluating data about their current students to set their teachers instructional goals. Our focus this year is in the areas of academic rigor and communication and collaboration among students. After evaluating previous academic initiatives that contributed to student's academic growth, we decided to focus on the following best practices: analysis of root cause, smart goals and teachers' knowledge about effective instructional moves.

State and Federal Accountability Expectations

*(Identify where you did not meet expectations in status, growth, and growth gaps. Reference the state and district SPFs and section I of this template. At a high level, **Magnitude**)*

At a state level we are approaching on status, meeting on growth , meeting on overall growth we met . On closing the gaps we are meeting expectations. At a district level we are meeting on status and approaching on growth.

Progress Toward Last Year's Targets

(Describe whether or not you met the targets you set last year in status, growth and growth gaps, what those targets were, and how far away you were from your goals. At a state level we met targets on growth and closing the gaps. On status we did not met. At a district level we did not met on growth . We met on status and in closing the gaps.

Trends Data

*(Talk about what data you analyzed including relevant local performance data such as STAR and Interims. Consider comparing school and district data. Describe trends you noticed including negative trends (priority performance challenges.) Be explicit about which indicator the trend refers to (status, growth, growth gaps.) Include analysis of data at a more detailed level than presented in the SPF report including **all** students (for example, within a cohort, within a grade level, within a disaggregated group).*

We use summative and formative data to evaluate students' academic progress from the beginning of the year. Our reading goal as a school is that 80% of the students will leave at grade level or higher. At the end of the year we meet as grade level teams to identify at risk students in all grade levels. Those students become part of our target group for the next school. We set instructional strategies and interventions for students in the target group to be implemented when they start in the next grade level. This process ensures that all students with learning issues receive special attention and close monitoring of progress. We use DRA-2, Interim (reading, math, and writing), STAR Reading, STAR Math and TCAP as formal assessment. We also use AIMS WEB and other assessments including teacher made test to track student's growth. We developed our own formative test to ensure that we have data to assess students' progress or to identify root cause on students who are not meeting academic expectations based on state and district standards.

The data trends showed a significant growth in all areas in all content areas for the last five years. We showed a significant growth among ELL and FRL in all contents. Special education students decline significantly in all content areas last year in comparision with the state. In reading we saw a decline of 6% overall last year.

Priority Performance Challenges

(Explain how you prioritized performance challenges. Include at least one priority performance challenge for each indicator for which minimum expectations were not met. Specify priority disaggregated groups in detail such as for a cohort of students, a grade level, or within a sub-content area.)

Our priority content area this year is reading. In the area of reading we are targeting all subgroups in all grade levels. Special Education students is the subgroup with a greatest need of interventions to meet district and state expectations.

ONGOING

Interim Measures

(For each interim measure you identified in the Action Plan, examine and describe results. Indicate next steps that will happen as a result of examining this data, and make any relevant changes to your action plan.

The data will be examine periodically based on formal assessments by the district or when schedule at a school level. Assessments are use as benchmark to monitor progress and to secure proficiency levels. Teacher use the data to set smart goals for student, set level groups, tutoring groups, modify instruction and to monitor their own progress for SGO's purposes. We use interim assessments in all content areas. At this point as a school we had develop formal assessments based on pre- post assessments to monitor progress in science and writing. These assessments were developed by teachers and supported by Core Standards expectations. Teachers score interim tests as level teams, vertical teams and individually depending on when the test administration happened and the purpose of the test. A cadre of data is use to determine intervention for students. This year before any students was assign to Imagine Learning and Reading Naturally (interventions) three data points were gather to determine which students will be part of these interventions. Therefore, the same process will happen in order for students to be excited form those interventions and for other students to participate in those programs.

At a minimum, consider the following points in the year for review of data based on availability of results:

January: STAR, Math Interim, Reading Interim (optional), CBLA data, additional informal data

April: CELA, additional informal data

May: Third grade TCAP, CoAltSTAR, Math interim, Reading interim (optional), Writing interim, CBLA data, additional informal data

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading: Overall Readings Scores from 61% to 65%.	Reading: Overall P/A – 57% Target was Not Met	We are looking at the data for those students that went down on growth in 4 th grade. We did not met but showed growth.
	Math: Non ELL students from 49% to 55%.	Math: Non-ELLs P/A – 51% Target was Not Met	
	Writing: Non FRL from 51%-60%.	Writing: Non-FRL P/A – 58% Target was Not Met	
	Science: FRL from 19%- 25%.	Science: FRL P/A – 37% Target was Met	
Academic Growth	Reading: Increase from 45.5 to 50	Reading: Target was Met	On MGP we met expectations. At a state level we met.
	Math: Increase from 43 to 50	Math: Actual MGP – 51 Target was Met	
	Writing: Increase from 52 to 57	Writing: Actual MGP – 57 Target was Met	
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

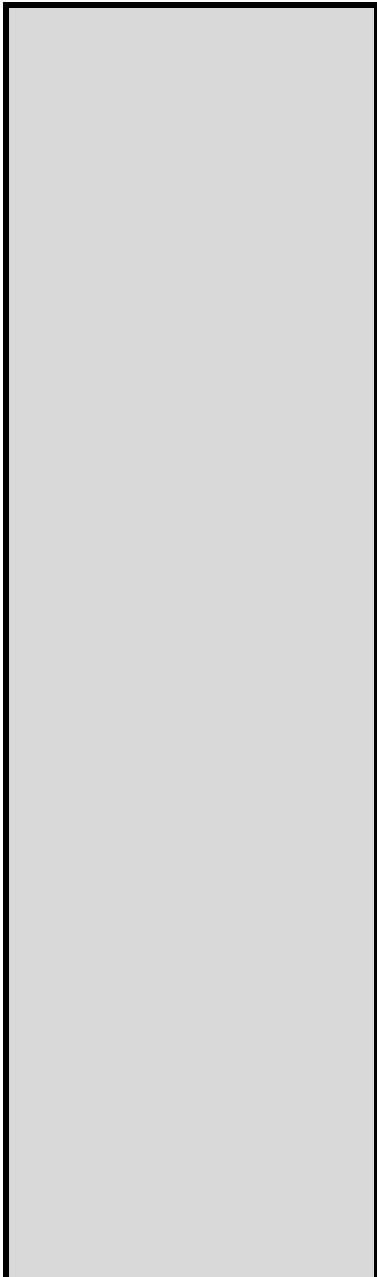
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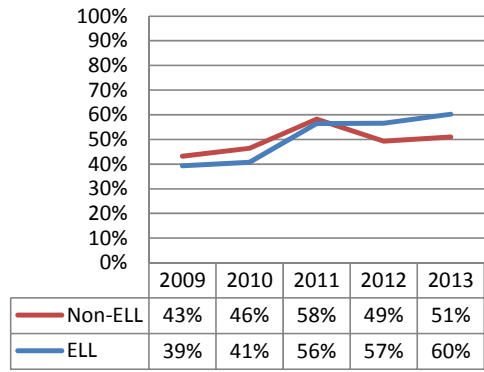
Worksheet #2: Data Analysis

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 style="text-align: center;">TCAP status</p> <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>44%</td> <td>61%</td> <td>61%</td> <td>57%</td> </tr> <tr> <td>Math</td> <td>42%</td> <td>44%</td> <td>58%</td> <td>52%</td> <td>55%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>30%</td> <td>47%</td> <td>48%</td> <td>49%</td> </tr> <tr> <td>Science</td> <td>14%</td> <td>14%</td> <td>21%</td> <td>23%</td> <td>38%</td> </tr> </tbody> </table> <p style="text-align: center;">TCAP Reading</p> <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Non-ELL</td> <td>47%</td> <td>49%</td> <td>65%</td> <td>64%</td> <td>58%</td> </tr> <tr> <td>ELL</td> <td>34%</td> <td>36%</td> <td>53%</td> <td>58%</td> <td>56%</td> </tr> </tbody> </table>		2009	2010	2011	2012	2013	Reading	42%	44%	61%	61%	57%	Math	42%	44%	58%	52%	55%	Writing	30%	30%	47%	48%	49%	Science	14%	14%	21%	23%	38%		2009	2010	2011	2012	2013	Non-ELL	47%	49%	65%	64%	58%	ELL	34%	36%	53%	58%	56%	<p>Growth in all content areas except for reading where we had a decline last year of 6%.</p> <p>Decline in both Non-ELL and ELL students. Higher decline in Non-ELL students.</p>	<p>Inconsistency in monitoring reading performance on one data point.</p> <p>Inconsistency in monitoring reading performance on one data point.</p>
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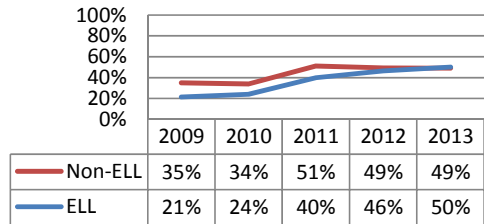


TCAP Math



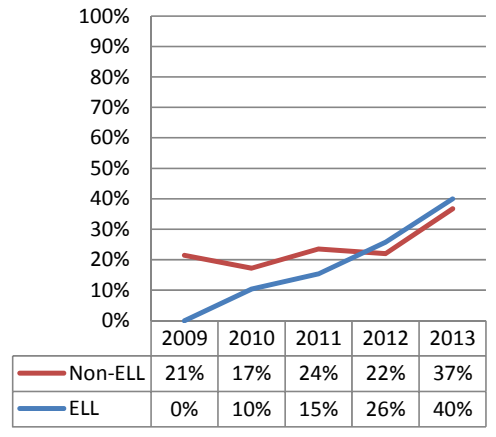
Growth increase with Non-ELL and ELL students. Higher increase with ELL students.

TCAP Writing



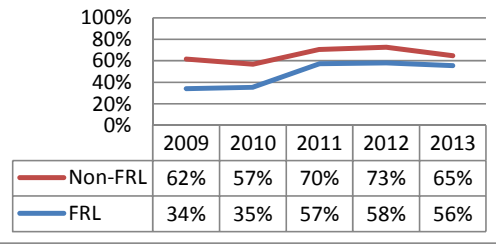
Significant growth among Non-ELL (35%-49%) and ELL (21%-50%) students in the last 5 years.

TCAP Science



Significant growth among Non-ELL (21%-37%) ELL (0%-40%) in the last five years.

TCAP Reading



Growth among Non-FRL(62%-65%) FRL 34%-56%) in the last five years.

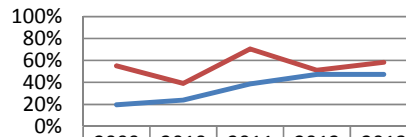
TCAP Math



	2009	2010	2011	2012	2013
Non-FRL	60%	57%	72%	67%	69%
FRL	34%	36%	53%	48%	52%

Growth among Non-FRL (60%-69%) FRL (34%-52%) in the last five years.

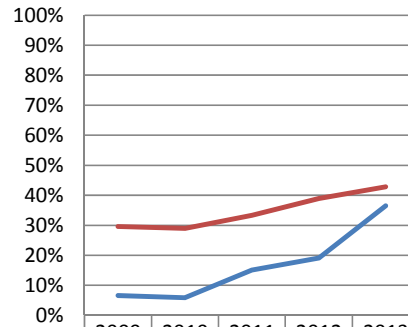
TCAP Writing



	2009	2010	2011	2012	2013
Non-FRL	55%	39%	70%	51%	58%
FRL	20%	24%	39%	47%	47%

Growth among Non-FRL (55%-58%) FRL (20%-47%) in the last five years.

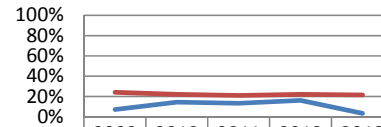
TCAP Science



	2009	2010	2011	2012	2013
Non-FRL	30%	29%	33%	39%	43%
FRL	7%	6%	15%	19%	37%

Growth among Non-FRL (30%-43%)
FRL(7%-37%) in the last five years.

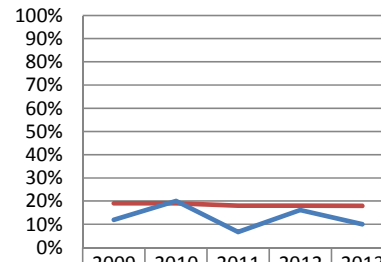
TCAP Reading



	2009	2010	2011	2012	2013
State SPED	24%	22%	21%	22%	22%
School SPED	7%	14%	13%	16%	3%

Overall decline among special education students in comparison to the state during the last five years.

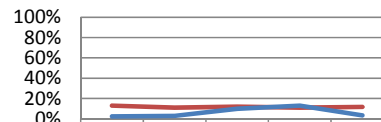
TCAP Math



	2009	2010	2011	2012	2013
State SPED	19%	19%	18%	18%	18%
School SPED	12%	20%	7%	16%	10%

Decline in comparison to state scores.

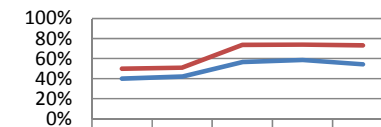
TCAP Writing



	2009	2010	2011	2012	2013
State SPED	13%	11%	12%	11%	12%
School SPED	2%	3%	10%	13%	3%

Decline in comparison to state scores.

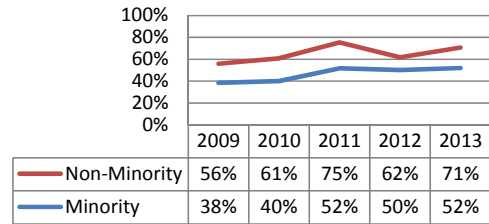
TCAP Reading



	2009	2010	2011	2012	2013
Non-Minority	50%	51%	74%	74%	73%
Minority	40%	42%	57%	59%	54%

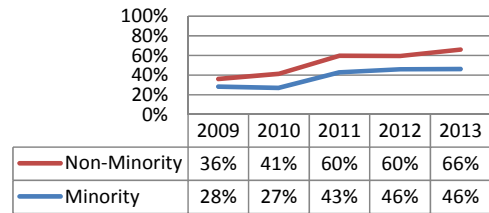
Growth among Non-Minority (50%-73%) Minority(40%-54%) in the last five years.

TCAP Math



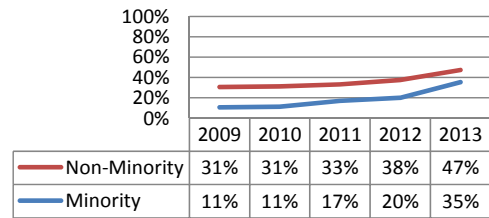
Growth among Non-Minority(56%-71%)
Minority(38%-52%) in
the last five years.

TCAP Writing

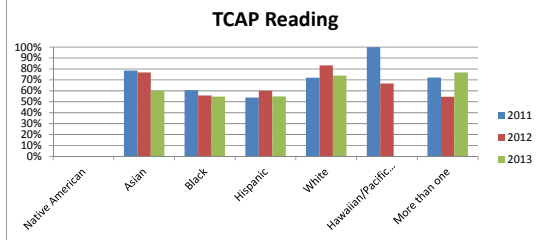


Growth among Non-Minority (36%-66%)
Minority(28% -46%)
among the last five
years.

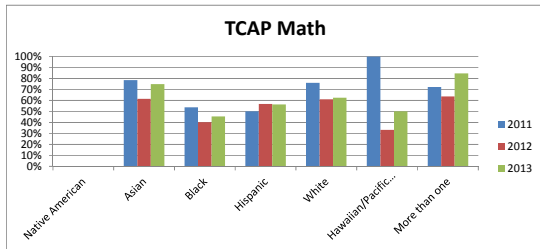
TCAP Science



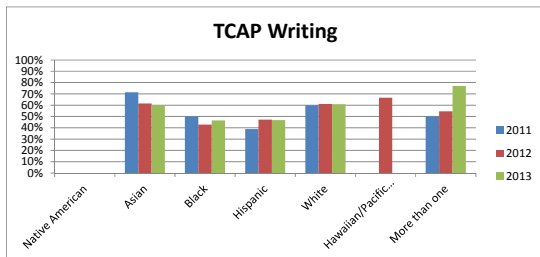
Growth among Non-Minority (31%-47%)
Minority(11%-35%)
during the last five
years.



	Native American	Asian	Black	Hispanic	White	Hawaiian /Pacific Islanders	More than one
2011	#N/A	79%		61%	54%	72%	100%
2012	#N/A	77%		56%	60%	83%	67%
2013	#N/A	60%		55%	55%	74%	0%



	Native American	Asian	Black	Hispanic	White	Hawaiian /Pacific Islanders	More than one
2011	#N/A	79%		54%	50%	76%	100%
2012	#N/A	62%		40%	57%	61%	33%
2013	#N/A	75%		45%	56%	63%	50%

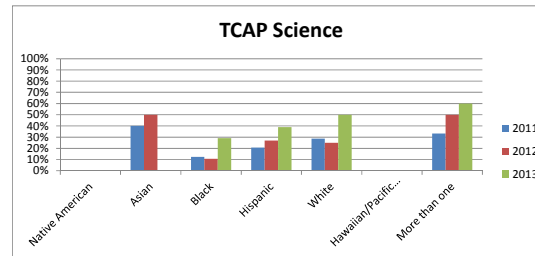


Decline among Asians, Whites and Blacks. Growth among Hispanics, and multiracial students in the last three years,

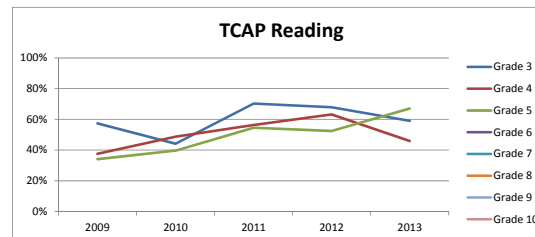
Decline Among Blacks and whites.

Decline among Asians. Increase among Multiracial, Hispanics, and Blacks. Whites stated the same.

	Native American	Asian	Black	Hispanic	White	Hawaiian /Pacific Islanders	More than one
2011	#N/A	71%	50%	39%	60%	0%	50%
2012	#N/A	62%	43%	47%	61%	67%	55%
2013	#N/A	60%	47%	47%	61%	0%	77%



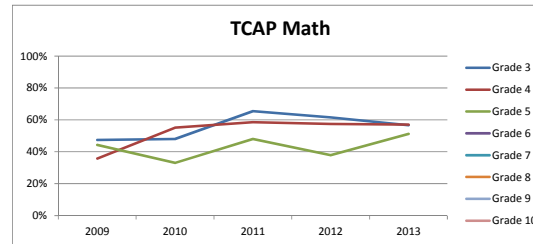
	Native American	Asian	Black	Hispanic	White	Hawaiian /Pacific Islanders	More than one
2011	#N/A	40%	13%	21%	29%	0%	33%
2012	#N/A	50%	11%	27%	25%	#N/A	50%
2013	#N/A	0%	29%	39%	50%	#N/A	60%



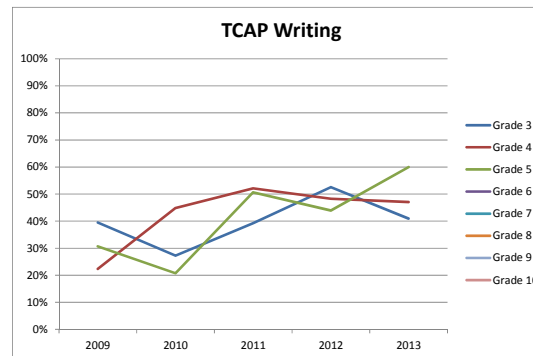
	Grade 3	Grade 4	Grade 5
2009	57%	38%	34%
2010	44%	49%	40%
2011	70%	56%	55%
2012	68%	63%	52%
2013	59%	46%	67%

Lower scores among Blacks.

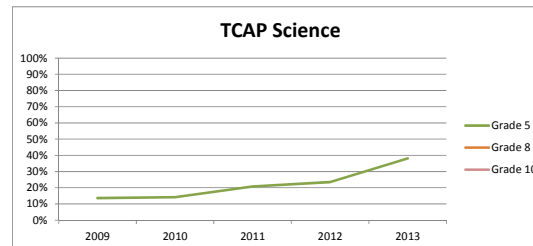
Decrease on academic growth from 3rd grade to 4th grade.



	Grade 3	Grade 4	Grade 5
2009	47%	36%	44%
2010	48%	55%	33%
2011	65%	59%	48%
2012	62%	57%	38%
2013	57%	57%	51%



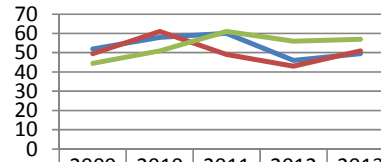
	Grade 3	Grade 4	Grade 5
2009	39%	22%	31%
2010	27%	45%	21%
2011	39%	52%	51%
2012	53%	48%	44%
2013	41%	47%	60%



	Grade 5
2009	14%
2010	14%
2011	21%
2012	23%
2013	38%

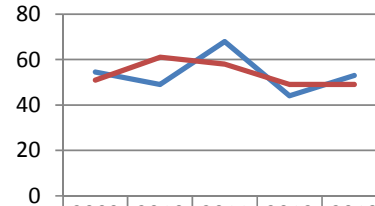
Academic Growth

TCAP MGP



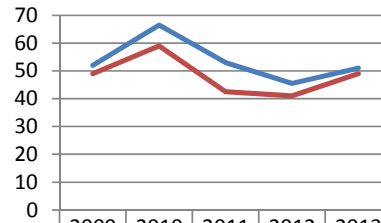
	2009	2010	2011	2012	2013
Reading	52	58	60	46	49.5
Math	49.5	61	49	43	51
Writing	44.5	51	61	56	57

TCAP Reading MGP



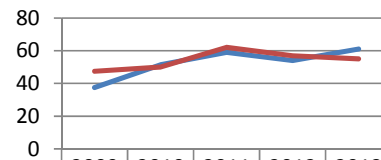
	2009	2010	2011	2012	2013
ELL	54.5	49	68	44	53
Non-ELL	51	61	58	49	49

TCAP Math MGP



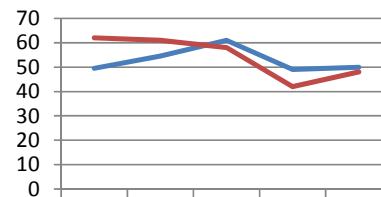
	2009	2010	2011	2012	2013
ELL	52	66.5	53	45.5	51
Non-ELL	49	59	42.5	41	49

TCAP Writing MGP



	2009	2010	2011	2012	2013
ELL	37.5	51.5	59	54	61
Non-ELL	47.5	50	62	57	55

TCAP Reading MGP

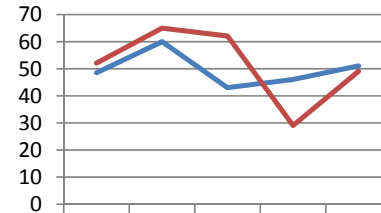


	2009	2010	2011	2012	2013
FRL	49.5	54.5	61	49	50
Non-FRL	62	61	58	42	48

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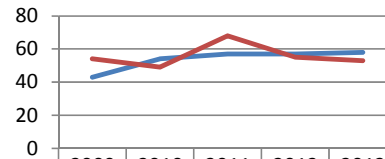
School Name: MARRAMA ELEMENTARY SCHOOL

TCAP Math MGP



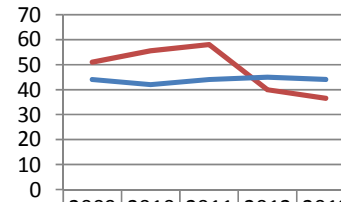
	2009	2010	2011	2012	2013
FRL	48.5	60	43	46	51
Non-FRL	52	65	62	29	49

TCAP Writing MGP



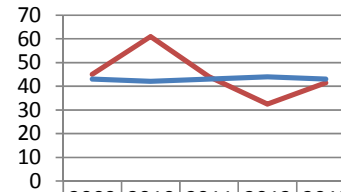
	2009	2010	2011	2012	2013
FRL	43	54	57	57	58
Non-FRL	54	49	68	55	53

TCAP Reading MGP



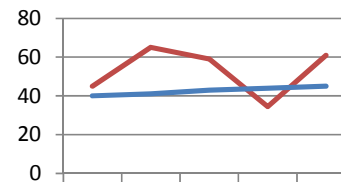
	2009	2010	2011	2012	2013
School SPED	51	55.5	58	40	36.5
State SPED	44	42	44	45	44

TCAP Math MGP



	2009	2010	2011	2012	2013
School SPED	45	61	44	32.5	41.5
State SPED	43	42	43	44	43

TCAP Writing MGP

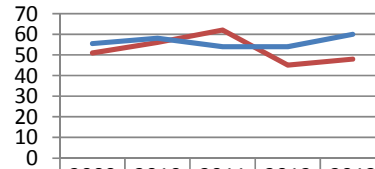


	2009	2010	2011	2012	2013
School SPED	45	65	59	34.5	61
State SPED	40	41	43	44	45

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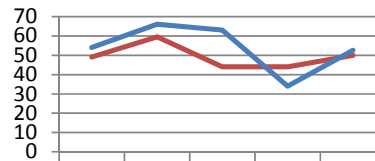
School Name: MARRAMA ELEMENTARY SCHOOL

TCAP Reading MGP



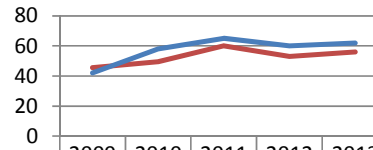
	2009	2010	2011	2012	2013
Minority	51	56	62	45	48
Non-Minority	55.5	58	54	54	60

TCAP Math MGP



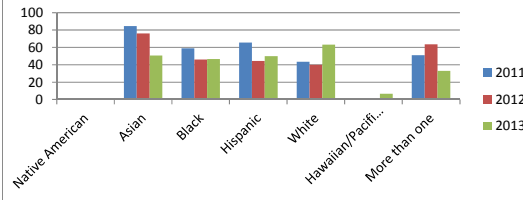
	2009	2010	2011	2012	2013
Minority	49	59.5	44	44	50
Non-Minority	54	66	63	34	52.5

TCAP Writing MGP



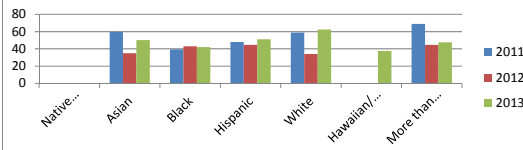
	2009	2010	2011	2012	2013
Minority	45.5	49.5	60	53	56
Non-Minority	42	58	65	60	62

TCAP Reading MGP



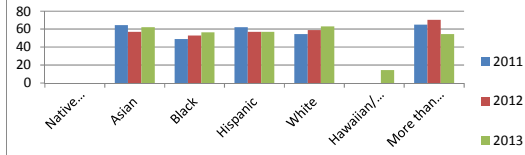
	Native American	Asian	Black	Hispanic	White	Hawaiian/Pacific Islanders	More than one
2011	#N/A	84.5	59	65.5	43.5	#N/A	51
2012	#N/A	76	46	44.5	40	#N/A	63.5
2013	#N/A	50.5	46.5	50	63	6.5	33

TCAP Math MGP



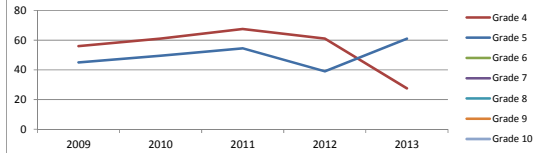
	Native American	Asian	Black	Hispanic	White	Hawaiian/Pacific Islanders	More than one
2011	#N/A	59.5	39.5	48	59	#N/A	69
2012	#N/A	35	43	44.5	34	#N/A	44.5
2013	#N/A	50	42	51	62.5	37.5	47.5

TCAP Writing MGP



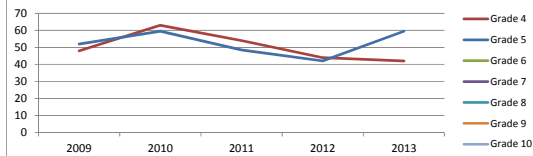
	Native American	Asian	Black	Hispanic	White	Hawaiian/Pacific Islanders	More than one
2011	#N/A	64.5	49	62	54.5	#N/A	65
2012	#N/A	57	53	59	#N/A	#N/A	70.5
2013	#N/A	62	56.5	57	63	14.5	54.5

TCAP Reading MGP



	Grade 4	Grade 5
2009	56	45
2010	61	49.5
2011	67.5	54.5
2012	61	39
2013	27.5	61

TCAP Math MGP



	Grade 4	Grade 5
2009	48	52
2010	63	59.5
2011	54	48.5
2012	44	42
2013	42	59.5

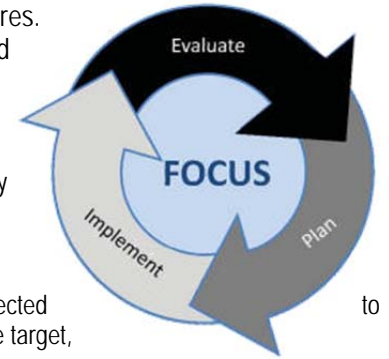
TCAP Writing MGP

	Grade 4	Grade 5
2009	42	49
2010	65	36
2011	62	55
2012	57.5	48.5
2013	55.5	59.5

Academic Growth Gaps		
Postsecondary & Workforce Readiness		

Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then 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; targets should also be connected 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 2013-14	Major Improvement Strategy	
			2013-14	2014-15			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Decline last year in reading overall.	Overall Readings Scores from 61% to 65%.	Overall Reading scores from 57% -60%.	STAR Reading, DRA-2, AIMS WEB, Interim.	Systematic monitoring of student’s progress and identification of root cause to apply intervention.
		M	Catch up with Non-ELL students.	Non ELL students from 49% to 55%.	Non ELL students form 51% to 55%.	STAR Math, Unit Tests, monitoring of students in tutoring program after school pre and post teacher created test.	In school monitoring of formative data by math teachers to select at risk students to receive math tutoring after school in all grade levels.
		W	Catch up with Non-ELL students.	51%-49%	From 49%- 52%	Interim Writing, Writing Portfolios	Writing Tools Professional Development with the support of the lead teachers and out of the school support.
		S	Gap in science scores	FRL from 19%- 25%.	FRL from 25%- 30%.	Science Assessment	In the upper grades form

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			between Non- FRL and FRL from 2009-2012. (Non-FRL 30%, 39%, 33%, 39%) (FRL 7%, 7%, 15%, 19%)			developed by Gifted and Talented Teacher by grade level. Based on the Science Hardcore Curriculum and Colorado State Standards. Pre and post in all grade levels for teacher goals purposes.	third grade to Fifth Grade Students will receive science instruction three times per utilizing the Hardcore curriculum.
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	Decrease in math MGP 2013 (49%-43%).	Increase from 45.5% to 50%.	Increase from 50% to 55%.	Interim will be use to monitor academic progress.	Teachers plan target smart goals based on students who need extra support.
		M	Decrease in math MGP 2013 (49%-43%).	Increase from 43% to 50%.	Increase from 50%-55%.	Interim will be use to monitor student's academic growth.	Teachers plan target smart goals based students who need extra support.
		W	Decrease in math MGP FROM 2012-13(61% to 57%).	Increase from 57% to 52%.	52% to 55%.	same	same
		ELP					
Academic Growth Gaps	Median Growth Percentile	R					
		M					
		W					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Consistency with a strong implementation of all reading components. **Root Cause(s) Addressed:** Lack monitoring progress to identify reading gaps in the primary grades.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Weekly Team meeting to support grade levels with unit planning and ongoing monitoring of unit implementation: <ul style="list-style-type: none"> Professional Development for teachers and Paraprofessionals. Professional Development using the Fish Bone Root Cause Analysis. Support and training for teachers and paraprofessionals to use other assessments that help to identify root cause analysis. 	2013-14	Reading beginnin 1/13-5/14 Time line for other contents will begin March of 2013-2014.	Intervention Teacher/district support	School Budget	AIMS- WEB, DRA-2, STAR,INTERIM	
In Using the Step A process for backward design teacher swill collaborative plan at the unit level.	2013-14		Teachers/Coaches		Principal will monitor progress of unit implementation twice	Progress

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					monthly observation using their collaborative chart planning, LEAP, District Best Practices document beginning 1/13- 5/14	ECE – 2 are at the level of implementation as evidenced by observations and feedback to teachers by Janet. They are also working on specific strategies based on best practices and a professional book (Merida will get title) as well as data in comparison to standards and STAR Math. READING: teachers analyzed data and noted common areas of needs across grade levels (upper grades); Not yet begun – turn in of Unit plans to Janet and administration Evidence of collaborative planning is currently evident in K, 1, 2
Reading Teacher looping from 4 th to 5 th to sustain consistency and best reading practices that show academic progress for students as 4 th graders,	2013-14		Reading teachers/ Coaches		100% of reading teachers will meet monthly with administration to share students' progress in reading. As evidenced by updates of STAR, DRA 2 and running records beginning 8/12-5/14.	Progress 3/6/13 On Track, ongoing data conversations and updates
Adoption of AIMS WEB to monitor student's progress based on fluency levels.	2013-15		Special Education teacher/ Reading		AIMS WEB as needed to monitor students' progress.	Progress 3/6/13 In progress – 100 % of

			Teachers			Reading Teachers are using AIMSweb as an additional resource to monitor student progress in fluency

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Data driven selection of students to receive tutoring after school by grade level in math. **Root Cause(s) Addressed:** Lack of mastering math skills that support application of math concepts and procedures.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
After a systematic analysis of data in reading and math students had been selected to be part of a cohort of students that will receive tutoring based on specific academic gaps.	2013-14		Teachers/ coaches/ intervention teacher.	School Budget/ Title I	STAR, INTERIM,AIMS-WEB	Progress
STAR math as a formative assessment to monitor student's progress.	2013-14		Teachers, Coacher	School Budget/ Title I	100% of Math teachers will administer STAR Math test Five times per year to monitor progress.	Progress
Adding to the math curriculum the Skills Journal in all grade levels.	2013-14		Math Teachers	School Budget	Skills journal to be used as BOE periodically to re direct instruction	Progress
ELAS/E teacher's co teaching with teachers in grades 3-5 to support ELL students in order to support small groups based on grade level needs.	2013-14		ELA S/E Teachers	School Budget	ELAS/E teacher will co-plan and co-teach with 3-5 teachers and utilize the STAR Math assessment to inform and evaluate progress toward academic goals.	Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Write from the beginning Professional Development for all teachers with the support of the Instructional Writing Coach. **Root Cause(s)** Inconsistency in best practices in writing in all grade levels.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
- Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Teachers will use a School-wide created Writing Rubric in all grade levels.	2013-14		Coaches/ TLA	Title I/ School Budget	100% of writing teachers will set time for Scoring of writing samples six times per school year.	Progress
Writing Portfolios will be implemented at all grade levels with fiction / nonfiction genres.	2013-14		Teacher/ TLA	School Budget	Teachers will collaboratively Review Portfolios three times per year, Including End of Unit writing and Interim Tests.	Progress
All writing teachers will co-plan and co-teaching with TLA.	2013-14		Teahers/ TLA	School Budget	Administration and Literacy Coaches will conduct Observations/ feedback to teacher per observation using the Framework and Best Practices documents to measure teacher effectiveness and progress as well as writing rubrics to measure student progress.	Progress
Thinking Maps Professional Development will be provided to all teachers.	2013-14		Teachers/ TLA	Title I/ School Budget	Evidence of thinking Maps in all classrooms as measured by implementation in lessons, lesson planning and instruction and integration of	Progress

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				thinking maps across content.	

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)