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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 5608 School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			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 50th percentile by using 1-year or 3-years of data	R	71.65%	-	-	40.96%	-	-	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%	-	-	48.19%	-	-	
		W	53.52%	-	-	26.51%	-	-	
		S	47.53%	-	-	-	-	-	
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: **Approaching** * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	52	-	-	51	-	-	
		M	63	-	-	38	-	-	
		W	63	-	-	13	-	-	
		ELP	34	-	-	50	-	-	

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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	**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.	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.	Overall Rating for Growth Gaps: Does Not Meet * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	**Graduation Rate** **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate	-	Overall Rating for Post Secondary Readiness: -
			- using a - year grad rate		
	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.	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.	-	
	Dropout Rate **Expectation:** At or below State average overall.	-	-	-	
	Mean ACT Composite Score **Expectation:** At or above State average	-	-	-	

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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 has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Turnaround Plan. The plan must be submitted to CDE by January 15, 2013 along with the required Turnaround Plan addendum to be reviewed by CDE. Refer to the 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/uip/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.

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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):

☒X 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	Lynne Lopez-Crowley, Lead Teacher
	Email	Lynne_lopez-crowley@dpsk12.org
	Phone	720 424-1321
	Mailing Address	451 S. Tejon St. Denver, CO 80223
2	Name and Title	Ruth Ocon-Neri
	Email	Ruth_oconneri@dpsk12.org
	Phone	720 424-1310
	Mailing Address	451 S. Tejon St. Denver, CO 80223

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
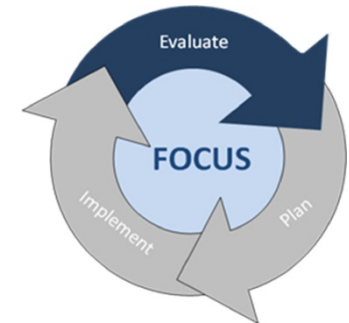
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading 45% proficient or higher	Did not meet: 40.96	There is only one year of established growth data available for analysis. Using this one year of growth data, we have determined that there is a need for vertical alignment, a systematic process for looking at student work and aligning with Common Core Standards.
	Math 50% proficient or higher	Did not meet: 48.19%	
	Writing 40% or higher	Did not meet: 26.51%	
Academic Growth	N/A No growth data available for year 2011/2012	Reading: 51% Mathematics: 38 Writing: 13% ELP 50%	

Academic Growth Gaps	N/A Now growth data available for year 2011/2012	FRL MGP Math: 38
		    Reading: 56
		    Writing: 16.5	

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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.
		ELL MGP Math: 38 Reading: No SPF data Writing: No SPF data	
		Minority MGP Math: 37 Reading: 45 Writing 16.5	
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)	There is currently 2 years of TCAP data. Interims were used to supplement lack of adequate TCAP data.	Vertical alignment/Common Core Standards Student engagement Systematic process of reviewing data	No vertical alignment/understanding of Common Core Standards Lack of systematic process of reviewing data Lack of consistent implementation and understanding of behavior model.
Academic Growth	There is currently 2 years of TCAP data. Interims were used to supplement lack of adequate TCAP data.	Vertical alignment/Common Core Standards Systematic process of reviewing data Student engagement	No vertical alignment/understanding of Common Core Standards Lack of systematic process of reviewing data Lack of consistent implementation and understanding of behavior model.

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Post Secondary & Workforce Readiness	n/a		

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Data Narrative for School

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

Data Narrative for School

| 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). | Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges. | Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable. | Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges. | 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. |

Narrative:

School Setting and Process for Data Analysis
MSLA has an enrollment of 302 students in grades K-5.
FRL: 96.43%
Minority: 96%
ELL: 79.1

Review of data, identification of trends, targeted needs, and action was conducted by the MSLA Staff under the guidance of a representative from the Office of School Reform and Innovation. The staff met and analyzed trends, priority performance challenges, root causes and developed performance targets and interim measures for the three major improvement strategies. The plan was then reviewed and approved by the Collaborative School Committee, which is comprised of staff, parents and community members. Data was inclusive of the SPF, TCAP, and Interims

An in-depth analysis of TCAP scores illuminated positive and negative treads within writing. 50% of the current fifth grade students were taking the 4th grade writing TCAP in English for the first time. Looking at the entire body of current 5th grade students 28% are on the cusp of advancing to the next proficiency band. An in-depth trend analysis included disaggregated students groups (e.g. by grade level, gender, ethnicity, FRL and SPED). We also looked at areas where we do not meet minimum state and federal expectation in the SPF. We identified performance challenges that are the highest priorities for our school. While our current fifth graders have significant struggles, their performance in writing indicates that there is tremendous potential for significant growth this year.

Trend Analysis and priority needs:
- We are trending positively (approaching/meets) in 60% of Student Progress Over Time indicators.
- Writing and Math are the two subgroups that show the least positive trend.
- We are also trending positively (approaching/meets) in 67% of Student Achievement Level Status indicators.
- We are trending positively (approaching) in 100% of Student Engagement indicators.

- We are trending positively (approaching/meets) in 100% of Re-enrollment indicators.
- We are trending positive with 100% meets in Parent Satisfaction.
- We see gaps in the performance of the following student groups
- We show gaps in the performance of the following student groups:

WRITING
- ELL students and non-ELL students
- FRL and non-FRL students
- Special Education and regular education students

MATHEMATICS
- ELL students and non-ELL students
- FRL and non-FRL students
- Special Education and regular education students

READING
- ELL students and non-ELL students
- FRL and non-FRL students
- Special Education and regular education students

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.

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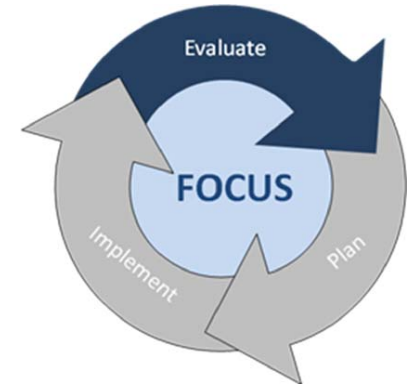
School Target Setting Form

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		62	72	STAR, Early STAR, Spring DRA2/EDL2,	• Common Core professional development for teachers to develop vertical alignment and a systematic process for reviewing data. • Create baseline data for behavior tracking, develop common language for behavior expectations and positive recognition.
		M		61	71	District Interims	
		W		54	64	District interims	
		S		48	58		
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R		65	70	STAR, Early STAR, DRA2/EDL2	• Common Core professional development for teachers to develop vertical alignment and a systematic process for reviewing data. • Create baseline data for behavior tracking, develop
		M		60	65	District Interims	
		W		55	65	District interims	

							common language for behavior expectations and positive recognition.
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R		59	65	STAR, Early STAR, DRA2/EDL2	• Common Core professional development for teachers to develop vertical alignment and a systematic process for reviewing data. • Create baseline data for behavior tracking, develop common language for behavior expectations and positive recognition.
		M		47	55	District Interims	
		W		40	55	District Interims	
Post Secondary & Workforce Readiness	Graduation Rate		n/a				
	Disaggregated Grad Rate		n/a				
	Dropout Rate		n/a				
	Mean ACT		n/a				

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: Common Core professional development for teachers in writing to develop vertical alignment and a systematic process for reviewing data. **Root Cause(s) Addressed:** Teachers don't have a common understanding of Common Core standards in writing due to lack of vertical alignment and a systematic process for reviewing data.

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

X☐ School Plan under State Accountability   X 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)
Staff will adopt common instructional resources to support Common Core writing standards/curriculum	2012-2013 and 2013-2014	Teachers	Non-student contact days and staff meetings (on going)	Resources identified	In progress
Staff will develop data driven SMART goals for writing based on district interim tests, targeting students on a six week basis.	2012-2013 and 2013-2014	Data Team: Belinda Villalobos Karla Suarez Kirk Ranney Teachers		Every six weeks	In progress
Staff will develop vertically aligned grade-level instructional expectations for content, mechanics and organization in writing.	2012-2013	Curriculum Team: Ruth Ocon-Neri Pamela Yawin Jason Hickerson	Time	Grade-level instructional expectations developed	In progress
Staff will implement data driven item analysis for district interim assessments to guide instruction	2012-2013	Data Tea m: Belinda Villalobos Karla Suarez	Time	Tri-annual	In progress

		Kirk Ranney			
Teacher Leaders will provide professional development to develop understanding and implementation of Common Core Standards	2012-2013 and 2013-2014	Teacher Leaders: Belinda Villalobos, Karla Suarez	Teacher Leadership Academy	Tri-annual	In progress

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

Major Improvement Strategy #2: Common Core professional development for teachers in mathematics and develop a systematic process for reviewing mathematical data..

Root Cause(s) Addressed: Teachers don't have a common understanding of the new Common Core standards in mathematics and the new Standards of Mathematical Practice, therefore the school lacks a systematic process for reviewing data.

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

    X 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)
Staff will adopt common instructional resources and strategies to support Common Core Math standards and Standards of Mathematical Practice	2012-2013 and 2013-2014	Teachers	Non-student contact days/staff meetings (on going)	Resources identified	In progress
Staff will devote grade level meetings to look at Every Day Mathematics and other resources to align to Common Core and to guide instruction based on interim and TCAP data	2012-2013 and 2013-2014	Teacher Effectiveness Coach: Jodi Papini Teachers		Every six weeks	In progress
Staff will develop SMART goals in mathematics based on district interim tests.	2012-2013 and 2013-2014	Teachers		Every six weeks	In progress
Staff will implement data driven item analysis for district interim assessments to guide instruction	2012-2013	Data Team Kirk Ranney Karla Suarez Belinda Villalobos	Time	Tri-annual	In progress
Teacher leaders will provide professional development to develop understanding and implementation of Common Core Standards and Standards of Mathematical Practice	2012-2013 and 2013-2014	Teacher Leaders: Jose Martin-Medina Teacher Effectiveness Coach: Jodi Papini	Teacher Leadership Academy	Tri-annual	In progress

Major Improvement Strategy #3: Create baseline data for behavior tracking, develop common language for behavior expectations and positive recognition.

Root Cause(s) Addressed: Lack of consistent implementation and understanding of behavior model.

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

X 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)
Staff will create a system to recognize positive student behavior	2012-2014	Tara Thompson Stephanie McCandless Danielle Morris Susan Richards	Student recognition certificates: Attendance Positive behavior Academic Progress Puma Pride slips	Monthly award assemblies/daily positive reinforcement slips (Puma Pride slips)	In progress
Staff will develop common language for behavior expectations	2012-2013	All Staff	Posters	Language defined, posters completed and posted	In progress
Staff will develop baseline behavior data	2012-2013	Kirk Ranney	Tracking survey	Survey complete Feb. 2013 Data analyzed March 2013 Identify problem areas April 2013 Define and implement plan to address problem areas April 2013	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)