

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 5644 School Name: MAXWELL ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	-	-	41.52%	-	-	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%	-	-	33.48%	-	-	
		W	53.52%	-	-	28.44%	-	-	
		S	47.53%	-	-	15.28%	-	-	
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	57	-	-	59	-	-	
		M	76	-	-	44	-	-	
		W	66	-	-	50	-	-	
ELP	42	-	-	57	-	-			

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;">Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</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 style="text-align: center;">- 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 is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement 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 in UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Diagnostic Review Grantee (2012)	In addition to the general requirements, the school is expected to align activities funded through the grant with overall school improvement efforts in the UIP. All grant activities must be included in the action steps of the action plan (e.g., activity, resources). The plan is due April 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

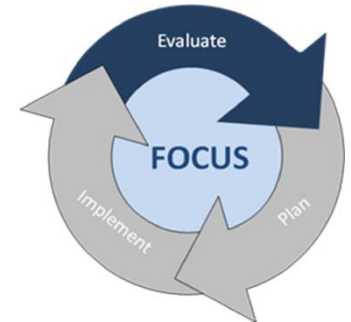
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Ben Cooper: Principal
	Email	benjamin_cooper@dpsk12.org
	Phone	720-424-5472
	Mailing Address	14390 Bolling Drive, Denver, CO 80239
2	Name and Title	Cesar Rivera: Assistant Principal
	Email	cesar_rivera@dpsk12.org
	Phone	720-424-5743
	Mailing Address	14390 Bolling Drive, Denver, CO 80239

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: Increase students scoring proficient and advanced on TCAP Reading in grades 3 rd -5 th grade from 39% to 49% By the end of the 2011-2012 school year, there will be a 10% reduction in the percentage of students scoring Unsatisfactory on TCAP Reading.	No, -4.3 below target No, -7 below target	While the focus on reading instruction impacted growth in reading, there continued to be a lack in universal practices that would significantly increase the status of students scoring proficient or advanced on TCAP. The current year will focus on these practices with the anticipation of impacting this area. The isolated focus on reading instruction in 2011-2012 neglected to address the gaps in math instruction. The current focus on universal practices in math and specific action steps to address math instruction should positively impact the status of students scoring proficient or advanced on TCAP
	Math: By the end of the 2011-2012 school year, there will be a 10% reduction in the % of students scoring Unsatisfactory on TCAP Math.	No, -7 below target	
Academic Growth			

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.
	<p>Reading:</p> <p>The MGP for the school will be 50 or higher in 2012 for TCAP Reading.</p> <p>By the end of the 2011/2012 school year, the median growth percentile of ELL students will increase to 45 or above.</p>	<p>Yes, median growth percentile for reading was 59</p> <p>Yes, median growth percentile for ELLs in reading was 61.5</p>	<p>The major improvement strategies and action steps implemented in 2011-2012, with a focus on best practices in Readers Workshop, Guided Reading coaching, observational feedback and Individual teacher data meetings impacted student catch up growth.</p> <p>A focus on English Language Learners and academic language development in the 2011-2012 school year increased teacher's ability to more effectively address the needs of second language learners and thus impact the progress of this subgroup.</p>
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>TCAP Reading</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46%</td> <td>41%</td> <td>39%</td> <td>40%</td> <td>42%</td> </tr> </tbody> </table> <p>Overall Reading proficiency on TCAP has remained slightly flat at 46%, 41%, 39%, 40% and 42% from 2008-2012 and below state expectations of 72.65%</p>		2008	2009	2010	2011	2012	Reading	46%	41%	39%	40%	42%	<p>TCAP performance in Reading, Writing, Math and Science has remained flat or declined and has been consistently below state expectations from 2008-2012. These trends are also reflected across grades and disaggregated groups (FRL, Black, Hispanic, ELL and SPED).</p>	<ul style="list-style-type: none"> ~ We lack universal (Tier 1) instructional effectiveness which impedes our universal practices, culturally responsive teaching and our ability to implement Response to Instruction/Intervention model ~ We lack the practices of assessment of, as and for learning to drive instructional decision-making and impact all student learning ~ We lack a cohesive and effective approach in implementing Best Instructional Practices for our English Language Learners, specifically sheltering instruction according to student’s level of language proficiency
	2008	2009	2010	2011	2012										
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p style="text-align: center;">TCAP Writing</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>31%</td> <td>24%</td> <td>25%</td> <td>29%</td> </tr> </table> <p>Overall Writing proficiency on TCAP has decreased from 36% to 31% to 24% to 25% to 29% from 2008-2012 with a slight increase from 2010 – 2012 from 24% to 29% and remained below state expectation of 53.52% from 2008-2012.</p> <p style="text-align: center;">TCAP Math</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Math</td> <td>44%</td> <td>43%</td> <td>39%</td> <td>35%</td> <td>32%</td> </tr> </table> <p>Overall Math proficiency has declined in proficiency from 44% to 43% to 39% to 35% to 32% and remained below state expectations of 70.89% from 2008-2012.</p>		2008	2009	2010	2011	2012	Writing	36%	31%	24%	25%	29%		2008	2009	2010	2011	2012	Math	44%	43%	39%	35%	32%	<p>From 2009 – 2012, our ELL population has increased from 30% to a current population of 65% . ELL Achievement has declined or remained flat from 2008-2012 across content areas. This trend is below state expectations: Reading has remained flat at 43%, 38%, 37%, 37% and 43%. Math has declined from 43%, 44%, 38%, 35% and 36%. Writing has slightly declined from 32%, 28%, 22%, 24% and 29%.</p>	<p>We lack a cohesive and effective approach in implementing Best Instructional Practices for our English Language Learners, specifically sheltering instruction according to student’s level of language proficiency</p>
	2008	2009	2010	2011	2012																						
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<p>5th Grade Math achievement on TCAP has declined by half from 2008-2012, at 52%, 51%, 43%, 33%, and 25% and well below state expectaions.</p>																															

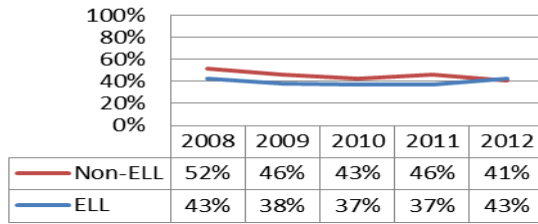
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

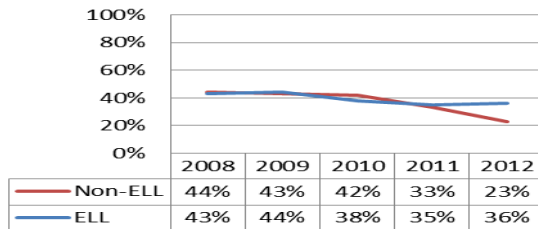
Priority Performance
Challenges

Root Causes

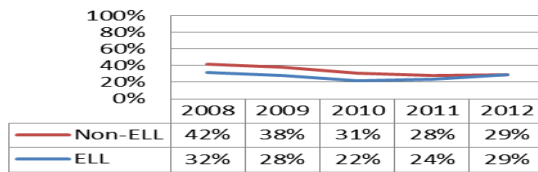
TCAP Reading



TCAP Math



TCAP Writing



ELL Achievement has declined or **remained flat** from 2008-2012. Reading has **remained flat** at 43%, 38%, 37%, 37% and 43%. Math has **declined** from 43%, 44%, 38%, 35% and 36%. Writing has **slightly declined** from 32%, 28%, 22%, 24% and 29%.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
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Non-FRL	55%	49%	47%	39%	60%																
FRL	33%	28%	23%	23%	27%																

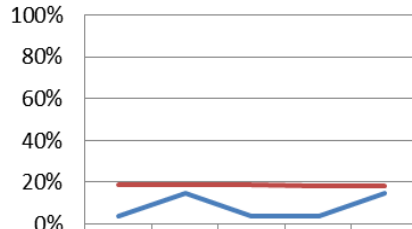
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

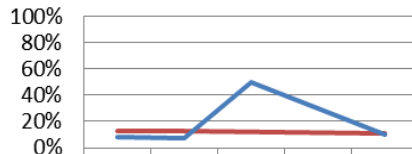
Root Causes

TCAP Math



	2008	2009	2010	2011	2012
State SPED	19%	19%	19%	18%	18%
School SPED	4%	15%	4%	4%	15%

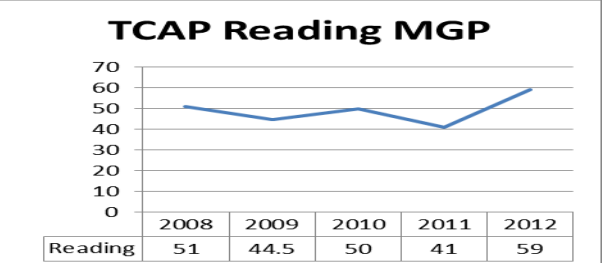
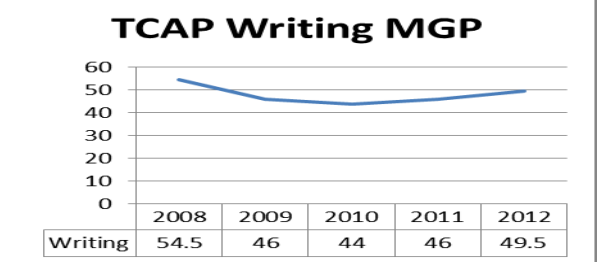
TCAP Writing



	2008	2009	2010	2011	2012
State SPED	13%	13%			11%
School SPED	8%	7%	50%		10%

Students with disabilities achievement has declined or **remained flat** from 2008-2012 and been persistently below district and state expectations. Reading has **remained flat** at 4%, 8% and 10%. Math has **inconsistent** from 4%, 14%, 4%, 4% and 14%. Writing has declined from 8%, 7%, 50% and 10%.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<table border="1"> <thead> <tr> <th colspan="3">Math TCAP Achievement by Race/Achievement</th> </tr> <tr> <th></th> <th>Black</th> <th>Hispanic</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>36%</td> <td>35%</td> </tr> <tr> <td>2012</td> <td>26%</td> <td>34%</td> </tr> </tbody> </table>	Math TCAP Achievement by Race/Achievement				Black	Hispanic	2011	36%	35%	2012	26%	34%		
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		Black	Hispanic												
	2011	36%	35%												
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<table border="1"> <thead> <tr> <th colspan="3">Science TCAP Achievement by Race/Achievement</th> </tr> <tr> <th></th> <th>Black</th> <th>Hispanic</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>6%</td> <td>9%</td> </tr> <tr> <td>2012</td> <td>21%</td> <td>15%</td> </tr> </tbody> </table>	Science TCAP Achievement by Race/Achievement				Black	Hispanic	2011	6%	9%	2012	21%	15%			
Science TCAP Achievement by Race/Achievement															
	Black	Hispanic													
2011	6%	9%													
2012	21%	15%													
<p>African American Student achievement declined</p>															

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p>significantly from 2011-2012 with declines in Reading at -18%, in Writing at -16% and in Math at -10%.</p> <p>Hispanic Achievement has increased in Writing from 24% to 30%, Reading 37% to 44% and in Science from 9% to 15% from 2011 to 2012. Math achievement decreased slightly from 35% to 34%.</p> <p>*Numbers for other races were not available due to small 'n'.</p>																										
Academic Growth	<div style="text-align: center;">  <p>TCAP Reading MGP</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>Reading</td> <td>51</td> <td>44.5</td> <td>50</td> <td>41</td> <td>59</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;">  <p>TCAP Writing MGP</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>Writing</td> <td>54.5</td> <td>46</td> <td>44</td> <td>46</td> <td>49.5</td> </tr> </tbody> </table> </div>		2008	2009	2010	2011	2012	Reading	51	44.5	50	41	59		2008	2009	2010	2011	2012	Writing	54.5	46	44	46	49.5	<p>From 2008-2012, the median growth percentile for reading has been inconsistent with an increase from 2011-2012. State expectations were met in 2012. From 2008 – 2012 the median growth percentile for writing and math have shown a consistent decline and remained below state expectations.</p>	<p>We lack universal (Tier 1) instructional effectiveness which impedes our universal practices, culturally responsive teaching and our ability to implement Response to Instruction/Intervention model</p> <p>We lack the practices of assessment of, as and for learning to drive instructional decision-making and impact all student learning</p>
	2008	2009	2010	2011	2012																						
Reading	51	44.5	50	41	59																						
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Writing	54.5	46	44	46	49.5																						

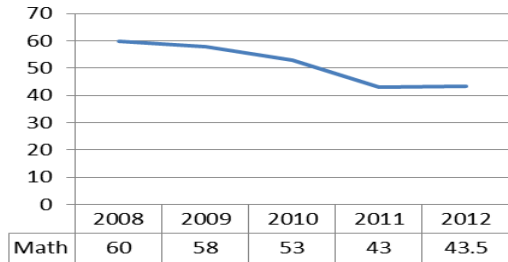
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

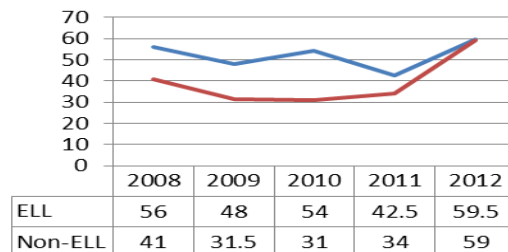
Root Causes

TCAP Math MGP



From 2010-2012, the median growth percentile for reading and writing have **increased** from 50 to 59 in Reading and remained above district and state expectations and 44 to 49.5 in Writing and remained below state and district expectations for MGP. From 2008-2012, Overall Math MGP has decreased from 60 to 58 to 53 to 43 to 43.5 and decreased to below 50 on district and state expectations.

TCAP Reading MGP



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>ELL Median Growth Percentile in Reading has been inconsistent from 56, 48, 54, 42.5 and 59.5 from 2008-2012.</p> <div data-bbox="415 446 1008 792"> <p style="text-align: center;">TCAP Math MGP</p> <table border="1" data-bbox="457 695 982 782"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>58.5</td> <td>58</td> <td>62</td> <td>49</td> <td>53</td> </tr> <tr> <td>Non-ELL</td> <td>63</td> <td>55</td> <td>31.5</td> <td>31</td> <td>28</td> </tr> </tbody> </table> </div> <p>ELL Median Growth Percentile in Math has been inconsistent from 58.5, 58, 62, 49 and 53 from 2008-2012 while Non-ELLs have been decreasing in math from 63 to 55 to 31.5 to 31 to 28 from 2008-2012.</p>		2008	2009	2010	2011	2012	ELL	58.5	58	62	49	53	Non-ELL	63	55	31.5	31	28		
	2008	2009	2010	2011	2012																
ELL	58.5	58	62	49	53																
Non-ELL	63	55	31.5	31	28																

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p style="text-align: center;">TCAP Writing MGP</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>ELL</td> <td>46</td> <td>49</td> <td>45</td> <td>52.5</td> <td>55</td> </tr> <tr> <td>Non-ELL</td> <td>60</td> <td>36.5</td> <td>40</td> <td>34.5</td> <td>33</td> </tr> </tbody> </table> <p>From 2008-2012, ELL Median Growth Percentile in Writing increased from 49, 49 45, 52.5 to 55 while Non-ELLs have decreased in writing from 63 to 55 to 31.5 to 31 to 28 from 2008-2012.</p>		2008	2009	2010	2011	2012	ELL	46	49	45	52.5	55	Non-ELL	60	36.5	40	34.5	33		
	2008	2009	2010	2011	2012																
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	2008	2009	2010	2011	2012																
FRL	51	41.5	51	42	60																
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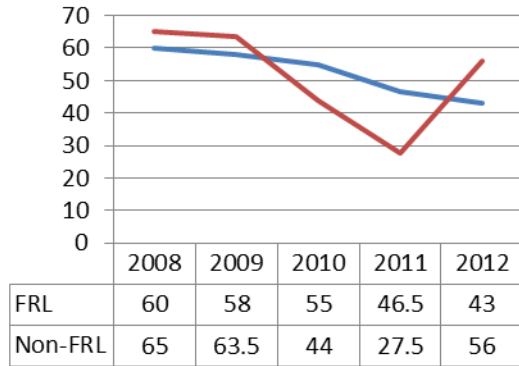
Performance Indicators

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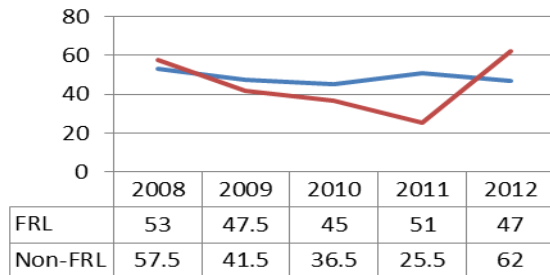
Root Causes

TCAP Math MGP



From 2008-2012 Median Growth Percentile for FRL population **decreased** from 60 to 58 to 55 to 46.5 to 43 in mathematics.

TCAP Writing MGP



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>From 2008-2012 Median Growth Percentile for FRL population remained flat from 53 to 47.5 to 45 to 51 to 47 in TCAP Writing.</p> <div data-bbox="415 488 1003 932"> <p style="text-align: center;">TCAP Reading MGP</p> <table border="1" data-bbox="457 797 974 919"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>School SPED</td> <td>27</td> <td>29</td> <td>29.5</td> <td>29.5</td> <td>49</td> </tr> <tr> <td>State SPED</td> <td>42</td> <td>44</td> <td>42</td> <td>44</td> <td>45</td> </tr> </tbody> </table> </div> <p>From 2008-2012, SPED Median Growth Percentile in Reading has remained flat and then increased from 27, 29, 29.5, 29.5 to 49.</p>		2008	2009	2010	2011	2012	School SPED	27	29	29.5	29.5	49	State SPED	42	44	42	44	45		
	2008	2009	2010	2011	2012																
School SPED	27	29	29.5	29.5	49																
State SPED	42	44	42	44	45																

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
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	2008	2009	2010	2011	2012																
School SPED	50	47	33	38	31.5																
State SPED	43	43	42	43	44																

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
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School SPED	59	48.5	29	41	40.5																
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Academic Growth Gaps																					
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

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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Narrative:

The purpose of the data narrative is to describe the process and results of the analysis of the data for school improvement. *Reflect that a team reviewed this data.*

Throughout this document you must include how parents, staff and community were involved in this UIP process

Data Narrative Elements: Please complete each section below. *Directions are included in italics.*

Description of School and Process for Data Analysis

Maxwell Elementary is an ECE – 5th grade school with a diverse community of families and students. Maxwell is located in the Montbello neighborhood in Denver, CO. With an average enrollment of 520 students Maxwell's demographic make-up consists of 93% free and reduced lunch families/students with 64% Latino students, 20% African American students, 9% White students and 1% Asian students. Maxwell consists of 60% English Language Learners and is a Transitional Native Language Instruction program. Maxwell teachers use the DPS curriculum in all subject areas and the school maintains ongoing tutoring and enrichment opportunities in before and afterschool programming.

For the 2011-2012 district turnaround strategy for the school, a new Principal and Assistant Principal were hired.

In May 2012 we did a preliminary Data Analysis with a CDE cadre member where TCAP data were unpacked with the entire staff to identify the trends for the 2011-2012 TCAP. The CDE cadre member facilitated an analysis process which allowed the staff to identify trends and begin to develop an understanding around root cause of the most recent data at that time. It was identified in this process that there were pervasive declines across content areas and specifically steady declines in math. It was concluded that this process would occur again in August to determine trends for the most recent TCAP data which was due to come out in August of 2012.

In August of 2012, the CDE cadre member returned for a half day analysis of the most current TCAP data from 2012 which was released in August, 2012. The CDE cadre member engaged staff and district support through an analysis of the data trends and identification of potential root cause. It was identified at that time that there were declines in math achievement, flat progress in reading and writing and declines in the African American disaggregated group in all content areas. The facilitator engaged the staff in the "five whys" and discussed possible root causes. The identified possible root causes were shared with SST members to include in a further verification of root cause the following day (see verification of root cause and process below)

State and Federal Accountability Expectation

In 2011, Maxwell Elementary was rated On Probation/Turnaround on DPS and State SPFs. The school's performance on the district SPF saw a dramatic decline from 2009-2011. In 2009 the school was Meets Expectations and by 2011 the school was On Probation. In 2012, the school increased slightly on the district SPF to Accredited on Priority Watch.

On the Status Indicator for the district SPF, Maxwell Elementary has decreased from 2010-2012 earning 43% of the points in 2010 to 35% of the points in 2011 to 36% of the points in 2012. This decline can be attributed to the declining and/or flat trend of Maxwell's core subjects when examining TCAP trends.

On the Growth Indicator for the district SPF, Maxwell Elementary has decreased then increased slightly from 2010-2012 earning 42% of the points in 2010 to 32% of the points in 2011 to 35% of the points in 2012. The slight rebound in 2012 can be attributed to the slight growth of certain core subjects and disaggregated groups on TCAP tested subjects.

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. Reflect why or why not you met the targets)

The targets for status in reading in the 2011-2012 school year were not met.

The target for students scoring proficient and advanced on TCAP Reading in grades 3rd-5th was 49%. Maxwell was 4.3% below target

The reduction target for 2011-2012 school year was also not met. The target was a 10% reduction in the percentage of students scoring Unsatisfactory on TCAP Reading. Maxwell was 7% below the target.

The targets for status in Math in the 2011-2012 school year were not met:

The reduction target for 2011-2012 school year was also not met. The target was a 10% reduction in the percentage of students scoring Unsatisfactory on TCAP math. Maxwell was 7% below the target.

While the focus on reading instruction impacted growth in reading, there continued to be a lack in universal practices that would significantly increase the status of students scoring proficient or advanced on TCAP. The current year will focus on these practices with the anticipation of impacting this area. Furthermore, the isolated focus on reading instruction in 2011-2012 neglected to address the gaps in math instruction. The current focus on universal practices in math and specific action steps to address math instruction should positively impact the status of students scoring proficient or advanced on TCAP

The targets for reading growth in the 2011-2012 school year were met.

The MGP target of 50 or higher in 2012 for TCAP Reading was 9 points above the target at 59..

The MGP target of 45 on TCAP for ELL Students in 2011-2012 was 16.5 points above the target at 61.5

The major improvement strategies and action steps implemented in 2011-2012, with a focus on best practices in Readers Workshop, Guided Reading coaching, observational feedback and Individual teacher data meetings impacted student catch up growth. Furthermore, a focus on English Language Learners and academic language development in the 2011-2012 school year increased teacher's ability to more effectively address the needs of second language learners and thus impact the progress of this subgroup.

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).*

In the analysis of 2012 TCAP, we revealed an overall decrease from 2008 – 2012 in all content areas. This pervasive decrease in status is indicated by an overall Reading proficiency on TCAP which has remained slightly flat at 46%, 41%, 39%, 40% and 42% from 2008-2012 and below state expectations of 72.65%. Additionally, overall Writing proficiency on TCAP has decreased from 36% to 31% to 24% to 25% to 29% from 2008-2012 with a slight increase from 2010 – 2012 from 24% to 29% and remained below state expectation of 53.52% from 2008-2012. Math scores continued this trend as overall Math proficiency has declined from 44% to 43% to 39% to 35% to 32% and remained below state expectations of 70.89% from 2008-2012. This trend has been validated in the analysis of all grade levels across content areas in status as indicated in the following grade specific data.

- *3rd Grade Reading achievement on TCAP has been inconsistent from 2008-2012, at 44%, 41%, 32%, 50%, and 48% and well below state expectations.*
- *4th Grade Reading achievement on TCAP has been inconsistent from 2008-2012, at 48%, 29%, 36%, 34%, and 42% and well below state expectations.*
- *5th Grade Reading achievement on TCAP has been inconsistent and declining from 2008-2012, at 47%, 52%, 48%, 36%, and 37% and well below state expectations.*
- *3rd Grade Writing achievement on TCAP has been inconsistent from 2008-2012, at 33%, 29%, 18%, 26%, and 35% and well below state expectations.*
- *4th Grade Writing achievement on TCAP has been inconsistent and declining from 2008-2012, at 37%, 18%, 22%, 25%, and 23% and well below state expectations.*
- *5th Grade Writing achievement on TCAP has been inconsistent and declining from 2008-2012, at 39%, 47%, 35%, 25%, and 29% and well below state expectations.*
- *3rd Grade Math achievement on TCAP has been flat from 2008-2012, at 38%, 39%, 36%, 37%, and 41% and well below state expectations.*
- *4th Grade Math achievement on TCAP has declined from 2008-2012, at 40%, 41%, 37%, 35%, and 31% and well below state expectations.*
- *5th Grade Math achievement on TCAP has declined by half from 2008-2012, at 52%, 51%, 43%, 33%, and 25% and well below state expectations*

Also noteworthy is our subgroup analysis of ELL, FRL and African American Students.

ELL achievement which has declined or remained flat from 2008-2012. Reading has remained flat at 43%, 38%, 37%, 37% and 43%. Math has declined from 43%, 44%, 38%, 35% and 36% and writing has slightly declined from 32%, 28%, 22%, 24% and 29%. Our Students requiring Free or Reduced Lunch (FRL) achievement has declined or remained flat from 2008-2012. Reading has remained flat at 43%, 38%, 37%, 37% and 40%. Math has declined from 41%, 40%, 37%, 31% and 36.32%. Writing has declined from 33%, 28%, 23%, 23% and 27%. From 2011-2012 African American students showed a decrease in students scoring proficient or advanced in reading from 51% to 33%, in writing from 35% to 19%, in math from 36% to 26%. Students with disabilities achievement has declined or remained flat from 2008-2012 and been persistently below district and state expectations. Reading has remained flat at 4%, 8% and 10%. Math has inconsistent from 4%, 14%, 4%, 4% and 14%. Writing has declined from 8%, 7%, 50% and 10%.

While MGP increased in reading and writing, there has been a significant decrease in MGP in math with overall Math MGP showing decreases from 60 to 58 to 53 to 43 to 43.5 and decreases to below 50 on district and state expectations.

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.)

In August of 2012, the CDE cadre member returned for a half day analysis of the most current TCAP data from 2012 which was released in August, 2012. The CDE cadre member engaged staff and district support through an analysis of the data trends and identification of potential root cause. It was identified at that time that there were declines in math achievement, flat progress in reading and writing and declines in the African American disaggregated group in all content areas. The facilitator engaged the staff in the “five whys” and discussed possible root causes. The following trends were identified as the priority performance challenges for Maxwell:

1. TCAP performance in Reading, Writing, Math and Science has remained flat or declined and has been consistently below state expectations from 2008-2012. These trends are also reflected across grades and disaggregated groups (FRL, Black, Hispanic, ELL and SPED).
2. From 2009 – 2012, our ELL population has increased from 30% to a current population of 65%. ELL Achievement has declined or remained flat from 2008-2012 across content areas. This trend is below state expectations: Reading has remained flat at 43%, 38%, 37%, 37% and 43%. Math has declined from 43%, 44%, 38%, 35% and 36%. Writing has slightly declined from 32%, 28%, 22%, 24% and 29%.
3. From 2008-2012, the median growth percentile for reading has been inconsistent with an increase from 2011-2012. State expectations were met in 2012. From 2008 – 2012 the median growth percentile for writing and math have shown a consistent decline and remained below state expectations.

Root Cause

(Name the root causes for each of your priority performance challenges. Make sure the causes are ones the school can control and that they reflect the analysis of multiple types of data. Consider broad, systemic root causes if the school did not meet expectations on a large number of indicators.

In August of 2012, a CDE cadre member engaged staff and stakeholders in an extensive data analysis which included a “five why” exercise to brainstorm possible root causes. The result of this exercise revealed that, due to the pervasive nature of the priority performance challenges, there was a belief that the root cause of this lack of progress was more related to universal practices as opposed to specific content specific causes. There was speculation of additional problems related to the use of data to impact student learning and a lack of culturally responsive teaching. These discussions resulted in the following root causes in need of verification.

1. We lack universal (Tier 1) instructional effectiveness which impedes both our universal practices and our ability to implement Response to Instruction/Intervention model
2. We lack the practices of assessment of, as and for learning to drive instructional decision-making and impact all student learning
3. Lack of awareness and understanding of how to effectively teach English language learners, specifically sheltering instruction according to student’s level of language proficiency

Verification of Root Cause:

In May 2012, Maxwell engaged in a Colorado Department of Education review with teachers, staff, students and parents. Following the week long review process, the School Support Team analyzed and evaluated TCAP data and three standard strands related to school improvement with Maxwell stakeholders. The analysis of the strands of Academic Performance, Learning Environment and Organizational Effectiveness yielded four specific themes of focus. These themes included: 1) Increasing Universal Instructional Effectiveness Schoolwide; 2) Incorporating the Practices of Assessment Of Learning, For Learning and As Learning; 3) Standardizing Implementation of the RtI Model; 4) Adopting, Implementing and Monitoring Consistent Communications, Processes and Protocols. Through the data analysis process and the SST review, Maxwell stakeholders came to consensus on three areas of focus related to the primary themes: 1) Increase universal (Tier 1) instructional effectiveness to improve both our universal practices and standardize our ability to implement Response to Instruction/Intervention model; 2) Incorporate the practices of assessment of learning, assessment for learning, and assessment as learning to drive instructional decision-making; 3) Build awareness and understanding of how to effectively teach English language learners, specifically sheltering instruction according to student’s level of language proficiency. These themes were presented to both the School Improvement Team and Collaborative School Committee with further analysis of the validity priority performance challenges, major improvement strategies and action steps. From these processes the UIP was completed.

Based on the Colorado Department of Education review with stakeholders during a three day data analysis and standards review, it is our belief that we lack universal (Tier 1) instructional effectiveness which impedes both our universal practices and our ability to implement Response to Instruction/Intervention model and that this systemic root cause addresses the fact that we did not meet expectations on a large number of indicators. Additionally, the CDE analysis revealed that we lack the practices of assessment of, as and for learning to drive instructional decision-making and impact all student learning while addressing the priority performance challenge indicated in both status and our FRL growth measures. Finally, it was determined that we lack a cohesive and effective approach in implementing Best Instructional Practices for our English Language Learners, specifically sheltering instruction according to student’s level of language proficiency which is directly revealed in our status measures for our ELL’s.

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.

Maxwell will be using the following measures as identified in the Action Plan:

At Maxwell we are going to evaluate Reading, Writing and Math interim data in Sept/Jan/May. The analysis of the results will be further evaluated at the student level to determine intervention needs and continued areas of professional development in math.

- Beginning of year Math Benchmark assessment revealed the following results
--Schoolwide: 43% proficient/advanced

In the examination of each grade levels results, grades 3rd – 5th had significantly lower % of students at proficient or advanced with scores falling below 30%. Students identified at the partially proficient level were placed into intervention groups based on specific area of weakness and professional development implemented for teachers to address the identified needs of all students. Midyear Math Benchmark results will be utilized to identify continued areas of need.

- Beginning of year Reading Benchmark assessment revealed the following results
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At Maxwell we are going to evaluate STAR Benchmark data in Sept/Dec/May. From the results, we will analyze growth and areas of need in an all staff data team meeting four times throughout the school year and following each benchmark, to determine instructional strategies to address specific gaps

- Current Middle of year (December) STAR data revealed the following results per grade level
--K: 75% at or above the benchmark
--1st: 71% at or above the benchmark
--2nd: 50% at or above the benchmark
--3rd: 43% at or above the benchmark
--4th 36% at or above the benchmark
--5th 35% at or above the benchmark

At Maxwell we are going to evaluate our CBLA data in Sept/Jan/May. From the results we will analyze growth and areas of need in an all staff data team meeting four times throughout the school year. DRA2 assessments will take place for midyear evaluation in Jan/2012

The 2012 spring DRA2 data revealed the following results.

Schoolwide: 55% at or above grade level

45% below grade level

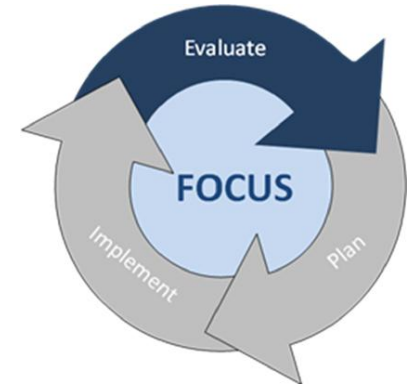
Section IV: Action Plan(s)

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	<p>TCAP performance in Reading, Writing, Math and Science has remained flat or declined and has been consistently below state expectations from 2008-2012. These trends are also reflected across grades and disaggregated groups (FRL, Black, Hispanic, ELL and SPED).</p> <p>Overall Reading proficiency on TCAP has remained slightly flat at 46%, 41%, 39%, 40% and 42% from 2008-2012</p> <p>African American Students scoring proficient or advanced on Reading declined by 18% from 2011-2012</p>	<p>ELLs will increase from 43% to 53% in TCAP reading 2013 - based on making state expectations within 3 years</p> <p>Increase students scoring proficient and advanced on TCAP Reading in grades 3rd-5th grade from 42% to 52%</p> <p>Increase African American students scoring proficient and advanced on TCAP Reading in grades 3rd – 5th grade from 33% to 43%</p>	<p>Increase students scoring proficient and advanced on TCAP Reading in grades 3rd-5th grade by 10% (53% to 63%) - based on making state expectations within 3 years</p> <p>Increase African American students scoring proficient and advanced on TCAP Reading in grades 3rd – 5th grade by 10%</p>	<p>Interim Measures for 2012/2014: STAR Reading Assessment (August, October, December, April) – students will perform at 40 percentile rank or above 2012/2013</p> <p>Midyear update: Overall 3rd – 5th grade STAR is 38% at or above benchmark Overall K-2nd grade STAR is 77% at or above benchmark Overall ELL, 3rd – 5th grade STAR is 41% at or above benchmark Overall African American 3rd-5th grade STAR is 24% at or above benchmark</p> <p>DRA2/EDL2 – 3x a year, August, December, May 2012/2013: students will perform at grade level expectations</p> <p>Midyear Update: DRA2/EDL2 data not available at this time</p>	<p>#1: Increase universal (Tier 1) instructional effectiveness to improve both our universal practices and standardize our ability to implement Response to Instruction/Intervention model</p> <p>#2: Incorporate the practices of assessment of learning, assessment for learning, and assessment as learning to drive instructional decision-making</p>

		M	<p>Overall Math proficiency has declined in proficiency from 44% to 43% to 39% to 35% to 32%</p> <p>African American Students scoring proficient or advanced on Math has declined by 10% from 2011-2012</p>	<p>Increase students scoring proficient and advanced on TCAP Math in grades 3rd-5th grade from 36% to 48% - based on making state expectations within 3 years</p> <p>Increase African American students scoring proficient and advanced on TCAP Math in grades 3rd – 5th grade from 26% to 36%</p>	<p>Increase students scoring proficient and advanced on TCAP Math in grades 3rd-5th grade by 10% (48% to 60%) - based on making state expectations within 3 years</p> <p>Increase students scoring proficient and advanced on TCAP Math in grades 3rd-5th grade by 10%</p>	<p>District Math Interim Assessment – 3x per year (August, October, December, April/May): students performing at proficient and advanced</p> <p>Midyear update: Overall 3rd – 5th grade math interim is 42% proficient or advanced Overall K-2nd grade math interim is 52% proficient or advanced Overall 3rd-5th grade math interim for African American students is 22% proficient or advanced</p>	<p>#1: Increase universal (Tier 1) instructional effectiveness to improve both our universal practices and standardize our ability to implement Response to Instruction/Intervention model</p> <p>#2: Incorporate the practices of assessment of learning, assessment for learning, and assessment as learning to drive instructional decision-making</p>
		W	<p>Overall Writing proficiency on TCAP has decreased from 36% to 31% to 24% to 25% to 29% from 2008-2012 with a slight increase from 2010 – 2012 from 24% to 29%</p> <p>African American Students scoring proficient or advanced on Writing has declined</p>	<p>Increase students scoring proficient and advanced on TCAP Writing in grades 3rd-5th grade from 29% to 39% - based on making state expectations within 3 years</p> <p>Increase African American students scoring proficient and advanced on TCAP</p>	<p>Increase students scoring proficient and advanced on TCAP Writing in grades 3rd-5th grade by 10% (39% to 49%) - based on making state expectations within 3 years</p> <p>Increase African American students scoring proficient and</p>	<p>District Writing Interim Assessment - 3x per year (October, December, April/May): students performing at proficient and advanced</p> <p>Midyear Update: Overall 3rd-5th writing interim is 20% Overall African American 3rd-5th writing interim is 9%</p>	<p>#1: Increase universal (Tier 1) instructional effectiveness to improve both our universal practices and standardize our ability to implement Response to Instruction/Intervention model</p> <p>#2: Incorporate the practices of assessment of learning, assessment for learning, and assessment</p>

			by 16% from 2011-2012	Writing in grades 3rd – 5th grade from 19% to 29%	advanced on TCAP Writing in grades 3rd – 5th grade by 10%		as learning to drive instructional decision-making
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	From 2008-2012, the median growth percentile for reading has been inconsistent with an increase from 2011-2012. State expectations were met in 2012. From 2008 – 2012 the median growth percentile for writing and math have shown a consistent decline and remained below state expectations. state expectations.	55 th MGP	55 th MGP	Interim Measures for 2012/2013: STAR Reading Assessment (August, October, December, April) – using the trajectory report, students performing at the intervention or urgent intervention level will make aggressive growth according to the STAR Trajectory model. Midyear Update: Overall STAR growth proficiency in 3 rd -5 th grade is 60 MGP DRA2/EDL2 – 3x a year, August, December, May 2012/2013: students will meet or exceed mid-year and end of year grade level expectations according district trajectory Midyear Update No current midyear data is available	#1: Increase universal (Tier 1) instructional effectiveness to improve both our universal practices and standardize our ability to implement Response to Instruction/Intervention model #2: Incorporate the practices of assessment of learning, assessment for learning, and assessment as learning to drive instructional decision-making
		M	From 2008-2012, the	55 th percentile	55 th percentile	District Math Interim	#1: Increase universal (Tier 1) instructional effectiveness to improve

			median growth percentile for reading has been inconsistent with an increase from 2011-2012. State expectations were met in 2012. From 2008 – 2012 the median growth percentile for writing and math have shown a consistent decline and remained below state expectations. state expectations.			Assessment – 3x per year (August, October, December, April/May): students will increase proficiency bands. Midyear Update: Overall 3 rd -5 th growth on math interim is 10% good progress and 50% making questionable progress	both our universal practices and standardize our ability to implement Response to Instruction/Intervention model #2: Incorporate the practices of assessment of learning, assessment for learning, and assessment as learning to drive instructional decision-making
		W	From 2008-2012, the median growth percentile for reading has been inconsistent with an increase from 2011-2012. State expectations were met in 2012. From 2008 – 2012 the median growth percentile for writing and math have shown a consistent decline and remained below state expectations. state expectations.	55 th percentile	55 th percentile	District Writing Interim Assessment – 3x per year (October, December, April/May): students will increase proficiency bands. Midyear Update: No current midyear data available	#1: Increase universal (Tier 1) instructional effectiveness to improve both our universal practices and standardize our ability to implement Response to Instruction/Intervention model #2: Incorporate the practices of assessment of learning, assessment for learning, and assessment as learning to drive instructional decision-making
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					

Post Secondary & Workforce Readiness	Graduation Rate					
	Disaggregated Grad Rate					
	Dropout Rate					
	Mean ACT					

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Increase universal (Tier 1) instructional effectiveness to improve our universal practices, culturally proficient teaching and standardize our ability to implement Response to Instruction/Intervention model

Root Cause(s) Addressed: We lack universal (Tier 1) instructional effectiveness which impedes both our universal practices and our ability to implement Response to Instruction/Intervention model

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

- School Plan under State Accountability
- Title I Schoolwide or Targeted Assistance plan requirements
- Title I Focus School Plan requirements
- Application for a Tiered Intervention Grant (TIG)
- Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Teacher professional development targeting unit planning through backward design. Including the following components: <ol style="list-style-type: none"> 1. Deconstructing learning targets at the unit level 2. Sharing and clarifying proficiency at the unit level (CLO, etc) 3. Key academic language 4. Enduring understandings at the unit level 	10/2012 – 10/2015	ELA TEC Humanities Facilitator Assistant Principal Principal Teachers CTLT Trainers	Title 1 funds for staffing District Funds \$ 59,662.00	100% of teachers will participate in weekly professional development targeting unit planning as evidence by sign in sheets, facilitator documentation of PD sessions, teacher feedback forms of PD sessions beginning 10/2012-5/2013 . Teacher capacity will be built within collaborative unit planning through teacher facilitation will begin in 1/2014 in differentiated rotations,	Ongoing: Update 4/13: 66% complete in teacher participation toward implementation of strategy

				continuing through 5/2015.	
Teacher professional development book study targeting the use of assessment to support learning	Every 1 st Wednesday of each month beginning 10/10/2012 and to continue through 5/31/2014	Principal Assistant Principal ELA Teacher Effectiveness Coach Humanities Facilitator Teacher Leaders	Title 1 funds for staffing District Funds \$ 59,662.00	100% of teachers will participate in monthly professional development targeting formative assessment as evidenced by sign in sheets, facilitator documentation of PD sessions, and teacher feedback forms of PD sessions beginning 10/2012-5/2013 .	In Progress: 3 of 4 professional development sessions have been completed to date
Data team meetings to improve analysis of student data to drive instruction and collaboration between Intervention Teachers and Classroom Teachers in addressing the Tier 1 needs of all students and maintaining progress of Rtl implementation	Every 2 nd and 4 th Wednesday of each month beginning 10/17/2012 and to continue through 5/31/2015	Intervention Teachers Classroom Teachers Humanities Facilitator	Title 1 funds for staffing Targeted Intervention Funds \$ 59,662.00	100% of teachers will participate in data team meetings twice per month as evidenced by sign in sheets, completion of the data team note sheet and completion of change forms beginning 10/2012 – 5/2013	Ongoing implementation has taken place as indicated by the timeline and will continue through 5/31/2015
Instructional Coaching Coaches will meet with teachers weekly that have been identified through observational data as needed additional support and growth specific areas of their Universal (Tier 1) practices	10/1/2012-5/31/2015	Humanities Facilitator ELA Teacher Effectiveness Coach	Title 1 funds for staffing District Funds \$ 59,662.00	Coaches will meet with identified teachers as needed and measured by specific tracking of targeted areas of work and progress toward targets beginning 10/2012 – 5/2013	Ongoing as indicated by implementation timeline. As of 4/13, each coach has tracking data for a total of 15 teachers.

<p>LEAP observations and feedback</p> <ul style="list-style-type: none"> • Every teacher will receive one full observation and at least four partial observations throughout the school year • Select teachers will receive two full observations from a peer observer 	<p>9/26/2012 – 5/31/2014</p>	<p>Principal Assistant Principal Peer Observers</p>	<p>District Funds</p>	<p>100% of teachers will have at least four partial and one full LEAP observation throughout the 2012-2013 school year as evidenced by scores and feedback in the LEAP data capture beginning 9/12 – 5/13</p>	<p>Each teacher has received at least one full LEAP observation as of 4/13 and partial observations are ongoing.</p>
<p>Math specific Learning Lab</p> <ul style="list-style-type: none"> • Learning Lab of Everyday Math instruction • The district math coordinator will plan an Everyday Math lesson with a teacher and identify specific instructional practices to be observed by other teachers and debrief the observation to identify instructional moves that will improve Universal (Tier 1) math instruction for all teachers 	<p>11/14/2012, 12/13/2012, 2/13/2013 and 4/17/2013</p>	<p>Principal Assistant Principal District Math Coordinator Humanities Facilitator ELA Teacher Effectiveness Coach</p>	<p>District Funds</p>	<p>100% of teachers will participate in a math Learning Lab as evidenced by sign in sheets, Learning Lab reflection sheet and feedback sheet beginning 12/12 – 5/13</p>	<p>All teachers participated in a math learning lab on 12/13/12</p>
<p>Professional Development in Culturally Responsive Teaching which will include the following components: The Foundations of Culturally Responsive Teaching and Culturally Responsive Practice: Hallmarks of Culturally Responsive Classrooms Culturally Responsive Lessons Connecting with and teaching Children of Color Evaluating Academic/Discipline Disproportionality Culturally Responsive Classroom Management Culturally Responsive Classroom Observations Student /Parent Focus Groups/Engaging Parents/Guardians of Children of Color</p>	<p>11/28/2012, 1/7/2012, 2/20/2012, 3/17/2012</p>	<p>District Teacher Effectiveness Coach Teacher Leaders Culturally Responsive School Improvement Partner</p>	<p>District Funds</p>	<p>100% of teachers will participate culturally responsive professional development four times throughout the school year as evidenced by sign in sheets, facilitator documentation of PD sessions, and teacher feedback forms of PD sessions beginning 10/2012-5/2013 .</p>	<p>While there have been only two professional development sessions in 12/13 school year, this action step in ongoing and will continue throughout the 13/14 and 14/15 school year</p>

* 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: Incorporate the practices of assessment of learning, assessment for learning, and assessment as learning to drive instructional decision-making
Root Cause(s) Addressed: We lack the practices of assessment of, as and for learning to drive instructional decision-making and impact all student learning

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Teacher professional development book study targeting the use of assessment to support learning	Every 1 st Wednesday of each month beginning 10/10/2012 and to continue through 5/31/2014	Principal Assistant Principal ELA Teacher Effectiveness Coach Humanities Facilitator Teacher Leaders	Title 1 funds staffing District Funds \$ 59,662.00	100% of teachers will participate in monthly professional development targeting formative assessment as evidenced by sign in sheets, facilitator documentation of PD sessions, and teacher feedback forms of PD sessions; Teachers come to discussions prepared to discuss book. Book study discussions happen. . .some teachers “try-out” using the formative assessment practices as evidenced by coaching observations beginning 10/2012 through 5/2013	In Progress: As of 4/13 3 of 4 professional development sessions have been completed to date
External consultant (Center for Transforming Learning and Teaching) provides on-site professional development (5 days between October and March) focused on Formative		CTLT Trainers Principal	CDE Grant Funds	Five training sessions will be held between October 2012 and	5 out of 5 sessions have been completed

<p>Assessment Practices with teachers representing each grade level and specials as well as the school interventionists, coaches and administrative leaders (14 total). The following formative assessment practices are the focus of these sessions: developing progressions of learning to unit learning targets, description of mastery and identification of exemplars, clarifying learning targets/objectives with students, using informal strategies to collect data about student learning, using information about student learning to adjust instructional practice, providing useful feedback to learners, engaging learners in self-and peer-assessment, engaging learners in establishing personal learning goals and progress monitoring, and planning for formative assessment practice.</p>	<p>October 2012 – March 2013</p>	<p>Assistant Principal ELA Teacher Effectiveness Coach Humanities Facilitator 10 Participating Teachers</p>		<p>March 2013</p> <p>All identified teachers participate in each session:</p> <p>Each of the participating teachers “try out” each of the formative assessment practices that are the focus of these training sessions in their classroom by May 2012 as evidenced by: observations by school instructional leadership and CTLT coach, and written coaching notes provided after coaching sessions.</p>	
<p>External consultant (CTLT) and local instructional leader observe (4 days) and provide on-site coaching to all participating teachers regarding their formative assessment practice.</p>	<p>November 2012-May 2013</p>	<p>CTLT Coach Principal Assistant Principal ELA Teacher Effectiveness Coach Humanities Facilitator</p>	<p>CDE Grant Funds</p>	<p>Written feedback is provided (by CTLT Coach and local instructional leader) regarding observed practice after each session.</p> <p>Oral feedback is provided to each teacher as part of each coaching session.</p>	<p>As of 4/13 three sessions of coaching have been completed</p> <p>Observations have indicated that 50% of the teachers are on target in implementation of the learned practices</p>

				<p>At least 75% of the participating teachers build on their initial try-out of formative assessment practices and make these practices part of their daily/weekly routine as evidenced by observations and captured in the observation notes.</p> <p>Each participating teacher develops at least one unit plan that explicitly includes formative assessment practice by May 2012 as evidenced by a review of the unit plans.</p>	
<p>Data team analysis process</p> <ul style="list-style-type: none"> • Each grade participates in a 3 hour data analysis and co-planning process • Teachers evaluate summative and formative assessment, identify patterns/area of focus and implement themes of instructional moves to address what is discovered in the data 	<p>10/23/2012, , , 5/28/2013, 10/15/2013, , 5/13/2014, 10/15/2015</p>	<p>Principal Assistant Principal Data Teacher Leader Humanities Facilitator ELA Teacher Effectiveness Coach Teachers</p>	<p>CDE Grant Funds</p>	<p>100% of teachers will participate in a data analysis process as evidenced by completed data analysis rubrics, strategic action step forms, facilitator documentation of PD sessions, and teacher feedback forms of PD sessions beginning 10/2012-5/2013</p> <p>Classroom observation of identified instructional</p>	<p>In progress: One session has been completed on 10/23/12</p>

				moves will be conducted by Administration, TEC, Facilitator and CTLT coach (es)	
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Major Improvement Strategy #3: Build awareness and understanding of how to effectively teach English language learners, specifically sheltering instruction according to student's level of language proficiency

Root Cause(s) Addressed: Lack of awareness and understanding of how to effectively teach English language learners, specifically sheltering instruction according to student's level of language proficiency

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Teacher professional development targeting backward design unit planning with a focus on instructional planning toward second language learners	One time per week 11/7/2012 and to continue through 5/31/2014	Principal Assistant Principal ELA Teacher Effectiveness Coach Humanities Facilitator Teacher Leaders	Title 1 funds for staffing \$ 59,662.00	100% of classroom teachers will participate in backward design unit planning as evidenced by completed unit plans beginning 10/2012 – 5/2013	Ongoing and as of 4/13 66% complete in teacher participation toward implementation of strategy
ELA Teacher Effectiveness Coach providing specific coaching cycles to teachers in the area of instructional practices to address the needs of ELLs	9/1/2012 – 6/5/2013	ELA Teacher Effectiveness Coach Teachers	District Funds	Coaches will meet with identified teachers as needed and measured by specific tracking of targeted areas of work and progress toward targets beginning 10/2012 – 5/2013	Ongoing as indicated by implementation timeline. Thus far, each coach has tracking data for a total of 15 teachers
Data team analysis process <ul style="list-style-type: none"> Each grade participates in a 3 hour data analysis and co-planning process Teachers evaluate summative and formative assessment, identify patterns/area of focus and	10/23/2012, 1/10/2013, 3/19/2013, 5/28/2013, 10/15/2013, 1/9/2014, 3/13/2014 and	Principal Assistant Principal Data Teacher Leader Humanities	CDE Grant Funds	100% of teachers will participate in a data analysis process as evidenced by completed data analysis rubrics, strategic action step	In progress: One session has been completed on 10/23/12

implement themes of instructional moves to address what is discovered in the data	5/26/2014	Facilitator ELA Teacher Effectiveness Coach Teachers		forms, facilitator documentation of PD sessions, and teacher feedback forms of PD sessions beginning 10/2012-5/2013 .	

Title I Accountability Provision #1: Parent Involvement/Communication

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I school wide or targeted assistance requirement School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (implemented, in progress, not begun)
Conduct an orientation for Title I parents at to explain why Maxwell is a Title I school, programs being offered, provide opportunities for parents to ask questions and elicit their support in improving student achievement.	September 2012 and September 2013	Principal	General Fund	Meeting agenda and information sheet sent home to all parents in September.	Implemented
Conduct two parent – teacher conferences per year	First conference in October 2012 and the other in the Spring, 2013. First conference in October 2013 and Spring, 14	Teachers Principal, facilitator, reading consultant, and teachers	General Fund Title I Funds	Parent/teacher/student agreement, student ILP development and feedback from training on strategies for conferencing with parents regarding student performance.	Ongoing
Conduct a parent meeting with the CSC to share rating from School Performance Framework and talk to parents about how they can help support the staff in our efforts to improve our rating from orange to green	November 1st 2012 and October 2013	Principal, Assistant Principal, District interpreter	Title I Funds	Meeting agenda from parent meeting	Completed November 1st, 2012
Monthly principal meetings to address specific and ongoing strategies surrounding the UIP	Sept., 2012 – May 2014	Principal	Title I Funds	20% of parent household attendance by May 2013	Implemented

English courses for monolingual Spanish speaking parents	November 2012 – February 2013	Contracted ESL teacher	General Fund	Sign in Sheet and teacher reports	Three English courses have been implemented
Parents, teachers and students (as age appropriate) will sign a compact each school year indicating the established agreements for supporting students	Aug, 2012 and Aug, 2013	Teachers	General Fund	Signed agreement by staff, parents and students	Implemented
Written Notification will be sent to parents in both English and Spanish regarding AYP status and that they have the option of transferring their child to another school in the District that is not on school improvement.	Sept 2012 and Sept.2013	District Title I Office	Title I Funds	Returned forms for supplemental services from parents	Implemented
Increase parental involvement of our second language parents through BPAC monthly meetings and trainings	Monthly meetings throughout the year starting in Oct. 2012 – May 2014	Principal/Assistant Principal, teachers and parent leaders	General Fund	Agenda and notes from parent meetings.	In progress
All emergency policies and procedures will be sent home to parents in both English and Spanish	On-going throughout the 2012/2013 and 2013/2014 school year	Administrative Team	General Fund	Copies of information sent home to parents	In progress
Increase parental involvement by implementing a Parent Leadership Team recruiting parent volunteers	On-going throughout the school year	Administrative Team and Teachers	General Fund	Notification by Parent Engagement Office that parents have cleared background check and a Sign-in sheet for volunteers	Implemented

Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I school wide or targeted assistance requirement School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (implemented, in progress, not begun)
The certification of the Title I teachers and paraprofessionals will be monitored to ensure that they are highly qualified.	2012-2013 school year	Administrators	Local	The Title I teachers and paraprofessionals are highly qualified as per their certifications and annual evaluations.	
The principal will work with the Human Resources representative for Maxwell to attract and maintain high-quality teachers and paraprofessionals. Some activities will include: attending job fairs and establishing a mentor for each new staff members along with appropriate training	Spring, 2013 and earlier should any position become available	Principal and Personnel Committee for certificated staff Title I teacher for paraprofessionals	General Fund	Our school will make every effort to retain 95% of teaching staff	

Title I Accountability Provision #3: Transition from Early Childhood Programs

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I school wide or targeted assistance requirement School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (implemented, in progress, not begun)
A minimum of one meeting per year will be conducted with preschool and kindergarten teachers to discuss curricular expectations and preparation for kindergarten	Spring 2013 and Spring 2014	Principal, preschool and kindergarten teachers	General Fund	Notes from meetings showing alignment of preschool and kindergarten curriculum	
Preschool teachers will participate in general staff meetings and professional development so that they will have a better understanding of what the expectations are for students as they	Monthly PCK and quarterly Lesson Studies	Principal, teacher effectiveness coach, language development coach and all other certificated staff	General Fund	Meeting agendas and notes	

move up in grade and how they can better support their achievement					
A transition meeting will be held with preschool parents so that they can meet the kindergarten teachers and learn more about what to expect when their child goes to kindergarten	Spring 2012 and Spring 2013	Principal, preschool and kindergarten teachers	General Fund	Meeting agenda	

Title I Accountability Provision #4: Coordination and Integration of Federal, State, and Local Services and Programs

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I school wide or targeted assistance requirement
 School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (implemented, in progress, not begun)

Section V: Appendices

Maxwell Parent Compact

Student First Name _____ Student Last Name _____
Grade _____ Teacher/Room Number _____

I understand that at Jesse Whaley Maxwell Elementary the key to my child's success is a cooperation between home and school. Therefore I agree to:

- Read and discuss *Maxwell's Parent/Student Handbook*.
- Be involved in my student's education at school and at home.
- Come to parent meetings, Back to School Night, Parent/Teacher Conferences.
- Hold my student to high expectations.
- Ensure my student is punctual and attends school everyday.
- Know the school rules and make sure my student abides by the rules.
- Continuously provide structure and routine.
- Praise and reward my student often.
- Get to know my student's teachers.
- Participate in my student's school functions.
- Be a positive role model.

I understand the expectations as stated in the document, and do commit to support and uphold this Parental Support Agreement as outlined above. If I am unable to fulfill my obligations as set forth in this agreement, I will conference with school personnel.

A Parental Support Agreement, signed by each child's parent(s) is required for attending Jessie Whaley Maxwell Elementary.

Parent/Guardian

First Name _____ Last Name _____

Daytime Phone _____ Cell Phone _____

Email _____

Signature _____ Date _____

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program

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

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	Refer to pages 26 - 32
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	<p><i>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.</i></p> <p>Refer to pages 26 – 32 and pages 41 - 49</p>
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 10)	<p><i>Note: This requirement should be fully described in the UIP action plan. The school may add additional “major improvement strategies” as needed. Just provide the page numbers here for reference.</i></p> <p>Refer to pages 26 – 32 and pages 41 - 49</p>
All core content teachers are highly qualified.	<input type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	Refer to pages 47 - 48

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	Refer to pages 26 – 32 and pages 41 - 49
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	Refer to page 48
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	Refer to pages 26 – 32 and pages 41 - 49
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	<i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i> Refer to pages 26 – 32 and pages 41 - 49