

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 5685 School Name: MCGLONE 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? |   |
|-------------------------------|---|--|---------------------|----|------------------------|------------|----|---------------------|---|
|                               |   | R                                      | Elem                | MS | HS                     | Elem       | MS |                     | HS  |
| Academic Achievement (Status) | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura<br>Description: % P+A in reading, writing, math and science<br>Expectation: %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data   | R                                      | 71.65%              | -  | -                      | 34.81%     | -  | -                   | Overall Rating for Academic Achievement:<br>Does Not Meet<br>* Consult your School Performance Framework for the ratings for each content area at each level. |
|                               |   | M                                      | 70.89%              | -  | -                      | 37.08%     | -  | -                   |   |
|                               |   | W                                      | 53.52%              | -  | -                      | 20%        | -  | -                   |   |
|                               |   | S                                      | 47.53%              | -  | -                      | 16.98%     | -  | -                   |   |
| Academic Growth               | Median Student Growth Percentile<br>Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency<br>Expectation: If district met adequate growth: then median SGP is at or above 45.<br>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:<br>Meets<br>* Consult your School Performance Framework for the ratings for each content area at each level.              |
|                               |   |  | Elem                | MS | HS                     | Elem       | MS | HS                  |   |
|                               |   | R                                      | 67                  | -  | -                      | 65         | -  | -                   |   |
|                               |   | M                                      | 84                  | -  | -                      | 81         | -  | -                   |   |
|                               |   | W                                      | 76                  | -  | -                      | 64         | -  | -                   |   |
| ELP                           | 43  | -                                      | -                   | 63 | -                      | -          |    |                     |   |

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?  |  |
|--|--|--|---|--|--|
| <b>Academic Growth Gaps</b>                | <p>Median Student Growth Percentile</p> <p><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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;"><b>Meets</b></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p> |  |
| <b>Post Secondary/ Workforce Readiness</b> | <p>Graduation Rate</p> <p><b>Expectation:</b> at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>   | At 80% or above  | <p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>   | -  | <p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</p> |
|  | <p>Disaggregated Graduation Rate</p> <p><b>Expectation:</b> 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><b>Expectation:</b> At or below State average overall.</p>  | -  | -   | -  |  |
|  | <p>Mean ACT Composite Score</p> <p><b>Expectation:</b> At or above State average</p>   | -  | -   | -  |  |

Accountability Status and Requirements for Improvement Plan

| Program   | Identification Process   | Identification for School                      | Directions for Completing Improvement Plan  |
|---|--|--|---|
| <b>State Accountability</b>   |  |  |   |
| Preliminary Recommended Plan Type   | Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)   |  | Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> . Once the plan type for the school has been finalized, this report will be re-populated in December 2012. |
| <b>ESEA and Grant Accountability</b>                                      |  |  |   |
| Title I Formula Grant   | Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.  | Title I Schoolwide                             | In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.  |
| Title I Focus School  | Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation. | Not identified as a Title I Focus School       | This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.  |
| Tiered Intervention Grant (TIG)   | Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.   | Not a TIG Awardee                              | This school does not receive a TIG grant and does not need to meet those additional requirements.   |
| Improvement Support Partnership (ISP) or Title I School Improvement Grant | Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).   | Not a Title I School Improvement Grant Awardee | This school does not receive a School Improvement grant and does not need to meet those additional requirements.  |

**Section II: Improvement Plan Information**

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

**Additional Information about the School**

| Comprehensive Review and Selected Grant History |  |  |
|---|--|--|
| Related Grant Awards                            | Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?  | Walton Grant awarded in Fall 2011, three year grant  |
| School Support Team or Expedited Review         | Has (or will) the school participated in an SST review or Expedited Review? When?  | Yes – CDE review in Spring of 2010.  |
| 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. | Yes – Blueprint Schools. Monthly reviews in 2011-12, and will continue in 12-13 and 13-14 with 6-week reviews. |

**Improvement Plan Information**

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

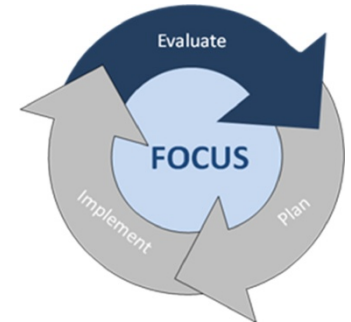
- State Accountability   
  Title IA (Targeted Assistance or Schoolwide)   
  Title I Focus School   
  Tiered Intervention Grant (TIG)  
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant   
  Other: \_\_\_\_\_

| School Contact Information (Additional contacts may be added, if needed) |                 |  |
|--|-----------------|--|
| 1  | Name and Title  | Suzanne Morey, Principal               |
|  | Email           | Suzanne_morey@dpsk12.org               |
|  | Phone           | 303.373.5080                           |
|  | Mailing Address | 4500 Crown Boulevard, Denver, CO 80239 |
| 2  | Name and Title  | Priscilla Hopkins, Assistant Principal |
|  | Email           | Priscilla_hopkins@dpsk12.org           |
|  | Phone           | 303.373.5080                           |
|  | Mailing Address | 4500 Crown Boulevard, Denver, CO 80239 |

|   |                 |  |
|---|-----------------|--|
|   |                 |  |
| 3 | Name and Title  | Sara Gips, Assistant Principal         |
|   | Email           | Sara_gips@dpsk12.org                   |
|   | Phone           | 303.373.5080                           |
|   | Mailing Address | 4500 Crown Boulevard, 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<br>(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<br>(Status) | <p><b>Reading:</b> By the end of the 2010-2011 school year, 40% of the students will score proficient or advanced overall on the Reading TCAP.</p> <p><b>Math:</b> By the end of the 2010-2011 school year, 39% of the students will score proficient or advanced overall on the Math TCAP.</p> <p><b>Writing:</b> By the end of the 2010-2011 school year, 32% of the students will score proficient or advanced overall on the Writing TCAP.</p> <p><b>Science:</b> By the end of the 2010-2011 school year, 27% of the students will score proficient or advanced overall on</p> | <p><b>Reading:</b> 35% proficient or advanced – did not make the target – under by 5%.</p> <p><b>Math:</b> 37% proficient or advanced – did not make the target – under by 2%.</p> <p><b>Writing:</b> 20% proficient or advanced – did not make the target – under by 12%.</p> <p><b>Science:</b> 17% proficient or advanced – did not make the target – under by 10%.</p> | <p><i>Although there was significant growth across all three content areas, with overall MGPs above 64 for all three content areas, students were starting at such low status levels that status growth was not yet significantly impacted in the first year of turnaround.</i></p> <p><b>STATUS:</b><br/> <b>Reading:</b> Significant increase in status in 3<sup>rd</sup> and 4<sup>th</sup> grade – +17 percentage points and +15 percentage points respectively. Limited status increase in 5<sup>th</sup> grade of only +3 percentage points. Significant decrease in unsatisfactory status in all grade - -19 percentage points in 3<sup>rd</sup> grade, -9 percentage points in 4<sup>th</sup> grade, and -14</p> |

| Performance Indicators | Targets for 2011-12 school year<br>(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>the Science TCAP.</p> <p><b>AYP:</b> 2011-12 goal will be to reduce the percent of unsatisfactory students by 10% in both Reading and Math. from 39% to 29%.</p>   | <p><b>Math:</b><br/>           3<sup>rd</sup> grade – 26% decrease in unsatisfactory.<br/>           4<sup>th</sup> grade – 10% decrease in unsatisfactory.<br/>           5<sup>th</sup> grade – 4% decrease in unsatisfactory.</p> <p><b>Reading:</b><br/>           3<sup>rd</sup> grade – 19% decrease in unsatisfactory.<br/>           4<sup>th</sup> grade – 9% decrease in unsatisfactory.<br/>           5<sup>th</sup> grade – 14% decrease in unsatisfactory.</p> | <p>percentage points in 5<sup>th</sup> grade.</p> <p><b>Math:</b> Extremely close to meeting status target in math. 4<sup>th</sup> grade high-dosage math tutoring had a significant positive impact on overall status scores.</p> <p><b>Writing:</b> Limited status gains in writing overall, with 4<sup>th</sup> grade status declining.</p> <p><b>GROWTH:</b><br/>           Overall growth scores met target across content areas. 4<sup>th</sup> grade high-dosage math tutoring had a significant positive impact on overall growth scores. Math growth scores were strong in both 4<sup>th</sup> and 5<sup>th</sup>, and 5<sup>th</sup> grade growth scores in Reading and Writing significantly raised the school's overall growth scores.</p> |
| Academic Growth        | <p><b>Reading:</b> By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 65%.</p> <p><b>Math:</b> By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 65%.</p> <p><b>Writing:</b> By the end of the 2011-12 school year, the Median Student Growth Percentile in Writing will be 65%.</p> <p><b>CELA:</b> By the end of the 2011-12 school year 60% of students will have progressed at least one level in their language proficiency.</p> | <p><b>Reading:</b> Met the target - Median growth Percentile was 65%.</p> <p><b>Math:</b> Exceeded the target - Median growth Percentile was 80.5%.</p> <p><b>Writing:</b> Did not meet the target by 1 percentage point - Median growth Percentile was 64%.</p> <p>Did not meet target – came very close with 57% of students progressing at least one level in their language proficiency.</p>   | <p>Additional CELA performance measures: Overall growth percentile was 63. 72% of students are on track to CELA level 5, as compared to the district's percent of 53.</p>  |

| Performance Indicators   | Targets for 2011-12 school year<br>(Targets set in last year's plan)   | Performance in 2011-12? Was the target met? How close was school in meeting the target?   | Brief reflection on why previous targets were met or not met. |
|--------------------------|--|---|---|
| Academic Growth Gaps     | <p><b>Reading:</b> By the end of the 2011-12 school year, the Median Student Growth Percentile in reading for African-Americans will be 65% or above.</p> <p><b>Math:</b> By the end of the 2011-12 school year, the Median Student Growth Percentile in math for African-Americans will be 65% or above.</p> <p><b>Writing:</b> By the end of the 2011-12 school year, the Median Student Growth Percentile in math for African-Americans will be 65% or above.</p> | <p><b>Reading:</b> Exceeded the target - Median growth Percentile was 72%.</p> <p><b>Math:</b> Exceeded the target - Median growth Percentile was 75%.</p> <p><b>Writing:</b> Did not meet the target - Median growth Percentile was 61%.</p> |   |
| Post Secondary Readiness | n/a  | n/a   |   |



**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><b>TCAP--% PROFICIENT &amp; ADVANCED OVERALL FOR READING, WRITING, MATH</b></p> <p><u>Reading:</u><br/>Pre-turnaround - consistently low performance in reading is observed from 2008-2011; low performance ranging from 25%-33% of students who are at or above proficient from 2008-2011.<br/>Turnaround Year 1: 11% increase in proficiency status.</p> <p><u>Writing:</u><br/>Pre-turnaround - significantly low performance in writing is observed from 2008-2011; low performance ranging from 11%-17% of students who are at or above proficient from 2008-2011.<br/>Turnaround Year 1: 1% increase in proficiency status.</p> <p><u>Math:</u><br/>Pre-turnaround - consistently low performance in math is observed from 2008-2011; low performance ranging from 24%-31% of students who are at or above proficient from 2008-2011.<br/>Turnaround Year 1: 11% increase in proficiency status.</p> <p><u>OVERALL:</u><br/>Pre-turnaround - performance in all subjects from 2010 to 2011 is flat.<br/>Turnaround Year 1: Writing is flat, significant growth in Reading and Math with 11% increases.</p> | <p><i>The school is rated Approaching for Overall Status.</i></p> <p><b>MATH:</b><br/>Although significant growth in math occurred for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup>, district interim data indicates that math growth in the primary grades is a significant concern.<br/>Status does still not meet the district or state expectations and Math TCAP scores are significantly below both state and district average.</p> | <p><b>MATH:</b></p> <ul style="list-style-type: none"> <li>- curriculum materials (Everyday Math – spiraling curriculum) did not support second language learners or transient students and/or primary teachers ability to accelerate content understandings</li> <li>- lack of teacher understanding in the use of math achievement data to progress monitor and differentiate for student needs</li> <li>- lack of teacher understanding of mathematical content and pedagogy</li> </ul> |

| Performance Indicators | Description of Notable Trends<br>(3 years of past state and local data)  | Priority Performance Challenges | Root Causes       |      |      |      |      |         |     |      |     |     |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
|------------------------|--|---------------------------------|-------------------|------|------|------|------|---------|-----|------|-----|-----|-----|---------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|--|------|--|--|------|--|--|------|--|--|------|--|--|--|---|---|---|---|---|---|---|---|---|---|---|---|-----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|----|----|---|----|----|---|----|----|----|---|----|------|----|----|----|----|----|----|----|----|----|----|----|----|--|-----------|-------------|-------------------|--------|-----|-----|-----|-----------------------|-----|-----|------|-----------------------|-----|-----|------|-----------------------|-----|-----|------|-----------------------|-----|-----|------|-----------------------|-----|-----|------|---|---|
|                        | <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #800000; color: white;"> <th>All Grades</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>33%</td> <td>25%</td> <td>25%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>12%</td> <td>16%</td> <td>17%</td> <td>18%</td> </tr> <tr> <td>Math</td> <td>27%</td> <td>31%</td> <td>24%</td> <td>24%</td> <td>35%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #800000; color: white;"> <th></th> <th colspan="3">2009</th> <th colspan="3">2010</th> <th colspan="3">2011</th> <th colspan="3">2012</th> </tr> <tr style="background-color: #800000; color: white;"> <th></th> <th>3</th> <th>4</th> <th>5</th> <th>3</th> <th>4</th> <th>5</th> <th>3</th> <th>4</th> <th>5</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">Rdg</td> <td>36</td> <td>38</td> <td>25</td> <td>20</td> <td>27</td> <td>30</td> <td>24</td> <td>18</td> <td>30</td> <td>41</td> <td>33</td> <td>33</td> </tr> <tr> <td style="background-color: #cccccc;">Wrtng</td> <td>17</td> <td>10</td> <td>11</td> <td>4</td> <td>23</td> <td>20</td> <td>8</td> <td>16</td> <td>24</td> <td>21</td> <td>9</td> <td>26</td> </tr> <tr> <td style="background-color: #cccccc;">Math</td> <td>27</td> <td>50</td> <td>17</td> <td>15</td> <td>33</td> <td>23</td> <td>20</td> <td>23</td> <td>30</td> <td>31</td> <td>46</td> <td>29</td> </tr> </tbody> </table> <p><b>MATH INTERIM ASSESSMENTS 2011-12:</b><br/>3<sup>rd</sup> 4<sup>th</sup> and 5<sup>th</sup> showed double digit math increases on the district interim assessments, Kindergarten showed a slight decrease and 1<sup>st</sup> and 2<sup>nd</sup> grade showed double digit decreases.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #800000; color: white;"> <th></th> <th>Fall 2011</th> <th>Spring 2012</th> <th>Increase/Decrease</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">Kinder</td> <td>69%</td> <td>63%</td> <td style="background-color: red; color: white;">-6%</td> </tr> <tr> <td style="background-color: #cccccc;">1<sup>st</sup> Grade</td> <td>59%</td> <td>21%</td> <td style="background-color: red; color: white;">-38%</td> </tr> <tr> <td style="background-color: #cccccc;">2<sup>nd</sup> Grade</td> <td>54%</td> <td>23%</td> <td style="background-color: red; color: white;">-31%</td> </tr> <tr> <td style="background-color: #cccccc;">3<sup>rd</sup> Grade</td> <td>12%</td> <td>39%</td> <td style="background-color: green; color: white;">+27%</td> </tr> <tr> <td style="background-color: #cccccc;">4<sup>th</sup> Grade</td> <td>10%</td> <td>38%</td> <td style="background-color: green; color: white;">+28%</td> </tr> <tr> <td style="background-color: #cccccc;">5<sup>th</sup> Grade</td> <td>16%</td> <td>33%</td> <td style="background-color: green; color: white;">+17%</td> </tr> </tbody> </table> | All Grades                      | 2008              | 2009 | 2010 | 2011 | 2012 | Reading | 27% | 33%  | 25% | 25% | 36% | Writing | 11% | 12% | 16% | 17% | 18% | Math | 27% | 31% | 24% | 24% | 35% |  | 2009 |  |  | 2010 |  |  | 2011 |  |  | 2012 |  |  |  | 3 | 4 | 5 | 3 | 4 | 5 | 3 | 4 | 5 | 3 | 4 | 5 | Rdg | 36 | 38 | 25 | 20 | 27 | 30 | 24 | 18 | 30 | 41 | 33 | 33 | Wrtng | 17 | 10 | 11 | 4 | 23 | 20 | 8 | 16 | 24 | 21 | 9 | 26 | Math | 27 | 50 | 17 | 15 | 33 | 23 | 20 | 23 | 30 | 31 | 46 | 29 |  | Fall 2011 | Spring 2012 | Increase/Decrease | Kinder | 69% | 63% | -6% | 1 <sup>st</sup> Grade | 59% | 21% | -38% | 2 <sup>nd</sup> Grade | 54% | 23% | -31% | 3 <sup>rd</sup> Grade | 12% | 39% | +27% | 4 <sup>th</sup> Grade | 10% | 38% | +28% | 5 <sup>th</sup> Grade | 16% | 33% | +17% | <p><b>READING:</b><br/>Consistently low performance in reading from 2008-2011 shows the percentage of students at proficient or advanced in a range from 25-33%, though 2009-2011 years have stagnated at 25%.</p> <p>Although significant growth in Reading occurred for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup>, Reading status does still not meet the district or state expectations and Reading TCAP scores are significantly below both state and district average.</p> | <p><b>READING:</b></p> <ul style="list-style-type: none"> <li>Lack of a school-wide system to collect/analyze data to change instructional decisions in a timely manner</li> <li>Lack of teacher understanding around reading process and developmental process of reading</li> <li>Lack of clear understanding around accelerated goal setting and use of assessment data to progress monitor and plan for differentiated instruction</li> <li>Not a clear understanding of what standards based instruction is which include backwards mapping lessons to meet the needs of students</li> </ul> |
| All Grades             | 2008   | 2009                            | 2010              | 2011 | 2012 |      |      |         |     |      |     |     |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
| Reading                | 27%  | 33%                             | 25%               | 25%  | 36%  |      |      |         |     |      |     |     |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
| Writing                | 11%  | 12%                             | 16%               | 17%  | 18%  |      |      |         |     |      |     |     |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
| Math                   | 27%  | 31%                             | 24%               | 24%  | 35%  |      |      |         |     |      |     |     |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
|                        | 2009   |                                 |                   | 2010 |      |      | 2011 |         |     | 2012 |     |     |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
|                        | 3  | 4                               | 5                 | 3    | 4    | 5    | 3    | 4       | 5   | 3    | 4   | 5   |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
| Rdg                    | 36   | 38                              | 25                | 20   | 27   | 30   | 24   | 18      | 30  | 41   | 33  | 33  |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
| Wrtng                  | 17   | 10                              | 11                | 4    | 23   | 20   | 8    | 16      | 24  | 21   | 9   | 26  |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
| Math                   | 27   | 50                              | 17                | 15   | 33   | 23   | 20   | 23      | 30  | 31   | 46  | 29  |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
|                        | Fall 2011  | Spring 2012                     | Increase/Decrease |      |      |      |      |         |     |      |     |     |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
| Kinder                 | 69%  | 63%                             | -6%               |      |      |      |      |         |     |      |     |     |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
| 1 <sup>st</sup> Grade  | 59%  | 21%                             | -38%              |      |      |      |      |         |     |      |     |     |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
| 2 <sup>nd</sup> Grade  | 54%  | 23%                             | -31%              |      |      |      |      |         |     |      |     |     |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
| 3 <sup>rd</sup> Grade  | 12%  | 39%                             | +27%              |      |      |      |      |         |     |      |     |     |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
| 4 <sup>th</sup> Grade  | 10%  | 38%                             | +28%              |      |      |      |      |         |     |      |     |     |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |
| 5 <sup>th</sup> Grade  | 16%  | 33%                             | +17%              |      |      |      |      |         |     |      |     |     |     |         |     |     |     |     |     |      |     |     |     |     |     |  |      |  |  |      |  |  |      |  |  |      |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |    |    |    |    |    |    |    |    |    |    |       |    |    |    |   |    |    |   |    |    |    |   |    |      |    |    |    |    |    |    |    |    |    |    |    |    |  |           |             |                   |        |     |     |     |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |                       |     |     |      |   |   |

| Performance Indicators  | Description of Notable Trends<br>(3 years of past state and local data)   | Priority Performance Challenges | Root Causes |      |      |      |      |         |    |    |    |    |    |         |    |    |    |    |    |      |    |    |    |    |      |  |  |    |   |    |    |    |    |    |    |   |
|---|---|---------------------------------|-------------|------|------|------|------|---------|----|----|----|----|----|---------|----|----|----|----|----|------|----|----|----|----|------|--|--|----|---|----|----|----|----|----|----|---|
| Academic Growth   | <p><b>TCAP—<br/>OVERALL MEDIAN GROWTH PERCENTILE FOR READING, WRITING, MATH</b></p> <p>According to the 2012 CDE's SPF, McGlone's Median student growth was accelerated in reading and writing, and math.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #800000; color: white;"> <th>Median Growth Percentile</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr style="background-color: #e0e0e0;"> <td>Reading</td> <td>52</td> <td>48</td> <td>50</td> <td>54</td> <td>65</td> </tr> <tr style="background-color: #e0e0e0;"> <td>Writing</td> <td>41</td> <td>44</td> <td>56</td> <td>49</td> <td>64</td> </tr> <tr style="background-color: #e0e0e0;"> <td>Math</td> <td>53</td> <td>48</td> <td>44</td> <td>68</td> <td>80.5</td> </tr> </tbody> </table> | Median Growth Percentile        | 2008        | 2009 | 2010 | 2011 | 2012 | Reading | 52 | 48 | 50 | 54 | 65 | Writing | 41 | 44 | 56 | 49 | 64 | Math | 53 | 48 | 44 | 68 | 80.5 | <p>After one year of turnaround, McGlone is meeting expectations for academic growth in reading, writing and math. Our SPF district rating moved from Yellow to Green. Given the school's academic status, consistent median growth percentiles of 65 and higher must be maintained across all grades and all content areas.</p> | <p>Successes were due to:</p> <ul style="list-style-type: none"> <li>- high dosage tutoring in Math for 4<sup>th</sup> grade</li> <li>- a focus on developing teacher understandings and implementation of best practices for second language learners</li> <li>- regrouping for students during the day to provide language role models</li> <li>- acceleration of acquisition of language for our ELA-S students.</li> </ul> <p>These practices should be maintained.</p> <p>Next steps will include:</p> <ul style="list-style-type: none"> <li>- a focus on clearly defined practices for vocabulary development</li> <li>- refinement of ELD block, curriculum</li> </ul> |    |   |    |    |    |    |    |    |   |
|   | Median Growth Percentile  | 2008                            | 2009        | 2010 | 2011 | 2012 |      |         |    |    |    |    |    |         |    |    |    |    |    |      |    |    |    |    |      |  |  |    |   |    |    |    |    |    |    |   |
|   | Reading   | 52                              | 48          | 50   | 54   | 65   |      |         |    |    |    |    |    |         |    |    |    |    |    |      |    |    |    |    |      |  |  |    |   |    |    |    |    |    |    |   |
| Writing   | 41  | 44                              | 56          | 49   | 64   |      |      |         |    |    |    |    |    |         |    |    |    |    |    |      |    |    |    |    |      |  |  |    |   |    |    |    |    |    |    |   |
| Math  | 53  | 48                              | 44          | 68   | 80.5 |      |      |         |    |    |    |    |    |         |    |    |    |    |    |      |    |    |    |    |      |  |  |    |   |    |    |    |    |    |    |   |
| <p><b>TCAP—MEDIAN GROWTH PERCENTILE FOR READING, WRITING, MATH BY GRADE LEVEL</b></p> <p>All grade levels showed increases in median growth percentiles for all three content areas, with significant growth in 4<sup>th</sup> grade Math and 5<sup>th</sup> grade Writing and Math.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th></th> <th colspan="2">2010</th> <th colspan="2">2011</th> <th colspan="2">2012</th> </tr> </thead> <tbody> <tr style="background-color: #800000; color: white;"> <td></td> <td>4</td> <td>5</td> <td>4</td> <td>5</td> <td>4</td> <td>5</td> </tr> <tr style="background-color: #e0e0e0;"> <td>R</td> <td>68</td> <td>35</td> <td>54</td> <td>49</td> <td>57</td> <td>70</td> </tr> <tr style="background-color: #e0e0e0;"> <td>W</td> <td>71</td> <td>34</td> <td>46</td> <td>50</td> <td>48</td> <td>71</td> </tr> <tr style="background-color: #e0e0e0;"> <td>M</td> <td>52</td> <td>34</td> <td>57</td> <td>70</td> <td>75</td> <td>85</td> </tr> </tbody> </table> |   | 2010                            |             | 2011 |      | 2012 |      |         | 4  | 5  | 4  | 5  | 4  | 5       | R  | 68 | 35 | 54 | 49 | 57   | 70 | W  | 71 | 34 | 46   | 50   | 48   | 71 | M | 52 | 34 | 57 | 70 | 75 | 85 | <p><b>CELA:</b></p> <p>All CELA achievement outcomes indicate significant strong support of current programming for second language learners who are now typically accelerating at a pace that is outperforming the district and previous years.</p> <p>With 70% of our population being second language learners, the need continues to maintain accelerated growth in Reading, Writing and Math and language development.</p> |
|   | 2010  |                                 | 2011        |      | 2012 |      |      |         |    |    |    |    |    |         |    |    |    |    |    |      |    |    |    |    |      |  |  |    |   |    |    |    |    |    |    |   |
|   | 4   | 5                               | 4           | 5    | 4    | 5    |      |         |    |    |    |    |    |         |    |    |    |    |    |      |    |    |    |    |      |  |  |    |   |    |    |    |    |    |    |   |
| R   | 68  | 35                              | 54          | 49   | 57   | 70   |      |         |    |    |    |    |    |         |    |    |    |    |    |      |    |    |    |    |      |  |  |    |   |    |    |    |    |    |    |   |
| W   | 71  | 34                              | 46          | 50   | 48   | 71   |      |         |    |    |    |    |    |         |    |    |    |    |    |      |    |    |    |    |      |  |  |    |   |    |    |    |    |    |    |   |
| M   | 52  | 34                              | 57          | 70   | 75   | 85   |      |         |    |    |    |    |    |         |    |    |    |    |    |      |    |    |    |    |      |  |  |    |   |    |    |    |    |    |    |   |
| <p><b>CELA--% OF STUDENTS MAKING 1 LEVEL OF PROGRESS/YEAR</b></p> <p>The percent of students making at least one level's growth increased from 2011 to 2012, from 53% to 57%, not meeting the district's 60% SPF move-up criteria.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #800000; color: white;"> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr style="background-color: #e0e0e0;"> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>  |   | 2010                            | 2011        | 2012 |      |      |      |         |    |    |    |    |    |         |    |    |    |    |    |      |    |    |    |    |      |  |  |    |   |    |    |    |    |    |    |   |
|   | 2010  | 2011                            | 2012        |      |      |      |      |         |    |    |    |    |    |         |    |    |    |    |    |      |    |    |    |    |      |  |  |    |   |    |    |    |    |    |    |   |
|   |   |                                 |             |      |      |      |      |         |    |    |    |    |    |         |    |    |    |    |    |      |    |    |    |    |      |  |  |    |   |    |    |    |    |    |    |   |

| Performance Indicators | Description of Notable Trends<br>(3 years of past state and local data)  |         |     | Priority Performance Challenges | Root Causes |      |                  |     |     |                  |    |    |            |         |         |           |     |     |                    |     |     |              |     |     |            |     |     |                  |    |    |  |  |
|------------------------|--|---------|-----|---------------------------------|-------------|------|------------------|-----|-----|------------------|----|----|------------|---------|---------|-----------|-----|-----|--------------------|-----|-----|--------------|-----|-----|------------|-----|-----|------------------|----|----|--|--|
|                        | % of students making at least 1 level of growth  | 57%     | 53% | 57%                             |             |      |                  |     |     |                  |    |    |            |         |         |           |     |     |                    |     |     |              |     |     |            |     |     |                  |    |    |  |  |
|                        | % of students not making 1 level of growth   | 43%     | 47% | 43%                             |             |      |                  |     |     |                  |    |    |            |         |         |           |     |     |                    |     |     |              |     |     |            |     |     |                  |    |    |  |  |
|                        | <p><b>CELA--% OF STUDENTS AT PROFICIENT AND/OR ABOVE</b><br/>                     The percent of students at proficient or above increased from 2011 to 2012 from 30% to 36%, matching the district's growth. For students at the above proficient level, there was an increase from 2% to 6%, exceeding the district's increase.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #800000; color: white;"> <th></th> <th style="background-color: #cccccc;">2011</th> <th style="background-color: #cccccc;">2012</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">Proficient/Above</td> <td style="background-color: #cccccc;">30%</td> <td style="background-color: #cccccc;">36%</td> </tr> <tr> <td style="background-color: #cccccc;">Above Proficient</td> <td style="background-color: #cccccc;">2%</td> <td style="background-color: #cccccc;">6%</td> </tr> </tbody> </table> <p><b>CELA—% OF STUDENTS MOVING UP 1+ CELA LEVEL (OVERALL) FROM 2010-11 TO 2011-12</b><br/>                     The percentage of students who moved one or more levels at the Beginning and Early Intermediate levels remained consistently high. Additionally, we significantly increased the percent of students who moved one or more levels at the Intermediate and Proficient levels.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #800000; color: white;"> <th style="background-color: #cccccc;">CELA Level</th> <th style="background-color: #cccccc;">2010-11</th> <th style="background-color: #cccccc;">2011-12</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">Beginning</td> <td style="background-color: #cccccc;">71%</td> <td style="background-color: #cccccc;">71%</td> </tr> <tr> <td style="background-color: #cccccc;">Early Intermediate</td> <td style="background-color: #cccccc;">64%</td> <td style="background-color: #cccccc;">67%</td> </tr> <tr> <td style="background-color: #cccccc;">Intermediate</td> <td style="background-color: #cccccc;">51%</td> <td style="background-color: #cccccc;">63%</td> </tr> <tr> <td style="background-color: #cccccc;">Proficient</td> <td style="background-color: #cccccc;">13%</td> <td style="background-color: #cccccc;">31%</td> </tr> <tr> <td style="background-color: #cccccc;">Above Proficient</td> <td style="background-color: #cccccc;">0%</td> <td style="background-color: #cccccc;">0%</td> </tr> </tbody> </table> |         |     |                                 | 2011        | 2012 | Proficient/Above | 30% | 36% | Above Proficient | 2% | 6% | CELA Level | 2010-11 | 2011-12 | Beginning | 71% | 71% | Early Intermediate | 64% | 67% | Intermediate | 51% | 63% | Proficient | 13% | 31% | Above Proficient | 0% | 0% |  |  |
|                        | 2011   | 2012    |     |                                 |             |      |                  |     |     |                  |    |    |            |         |         |           |     |     |                    |     |     |              |     |     |            |     |     |                  |    |    |  |  |
| Proficient/Above       | 30%  | 36%     |     |                                 |             |      |                  |     |     |                  |    |    |            |         |         |           |     |     |                    |     |     |              |     |     |            |     |     |                  |    |    |  |  |
| Above Proficient       | 2%   | 6%      |     |                                 |             |      |                  |     |     |                  |    |    |            |         |         |           |     |     |                    |     |     |              |     |     |            |     |     |                  |    |    |  |  |
| CELA Level             | 2010-11  | 2011-12 |     |                                 |             |      |                  |     |     |                  |    |    |            |         |         |           |     |     |                    |     |     |              |     |     |            |     |     |                  |    |    |  |  |
| Beginning              | 71%  | 71%     |     |                                 |             |      |                  |     |     |                  |    |    |            |         |         |           |     |     |                    |     |     |              |     |     |            |     |     |                  |    |    |  |  |
| Early Intermediate     | 64%  | 67%     |     |                                 |             |      |                  |     |     |                  |    |    |            |         |         |           |     |     |                    |     |     |              |     |     |            |     |     |                  |    |    |  |  |
| Intermediate           | 51%  | 63%     |     |                                 |             |      |                  |     |     |                  |    |    |            |         |         |           |     |     |                    |     |     |              |     |     |            |     |     |                  |    |    |  |  |
| Proficient             | 13%  | 31%     |     |                                 |             |      |                  |     |     |                  |    |    |            |         |         |           |     |     |                    |     |     |              |     |     |            |     |     |                  |    |    |  |  |
| Above Proficient       | 0%   | 0%      |     |                                 |             |      |                  |     |     |                  |    |    |            |         |         |           |     |     |                    |     |     |              |     |     |            |     |     |                  |    |    |  |  |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data)  | Priority Performance Challenges  | Root Causes  |          |         |     |     |         |     |         |     |         |    |         |  |  |  |
|------------------------|---|--|--|----------|---------|-----|-----|---------|-----|---------|-----|---------|----|---------|--|--|--|
|                        | <p><b>CELA- % STUDENTS ON TRACK FOR CELA LEVEL 5 AND BREAKDOWN OF STUDENTS WHO ARE NOT ON TRACK FOR CELA LEVEL 5</b><br/>72% of overall students are on track to CELA level 5, as compared to the district's percent of 53. The percentage of students who are not on track for CELA Level 5 are concentrated at the Beginning and Early Intermediate levels, Levels 1 and 2.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #c00000; color: white;"> <th>CELA Level</th> <th>OFF TRACK</th> <th>NO SCORE</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td style="text-align: center;">30%</td> <td rowspan="5" style="text-align: center; vertical-align: middle;">12%</td> </tr> <tr> <td>Level 2</td> <td style="text-align: center;">33%</td> </tr> <tr> <td>Level 3</td> <td style="text-align: center;">19%</td> </tr> <tr> <td>Level 4</td> <td style="text-align: center;">6%</td> </tr> <tr> <td>Level 5</td> <td></td> </tr> </tbody> </table>  | CELA Level   | OFF TRACK  | NO SCORE | Level 1 | 30% | 12% | Level 2 | 33% | Level 3 | 19% | Level 4 | 6% | Level 5 |  |  |  |
| CELA Level             | OFF TRACK   | NO SCORE   |  |          |         |     |     |         |     |         |     |         |    |         |  |  |  |
| Level 1                | 30%   | 12%  |  |          |         |     |     |         |     |         |     |         |    |         |  |  |  |
| Level 2                | 33%   |  |  |          |         |     |     |         |     |         |     |         |    |         |  |  |  |
| Level 3                | 19%   |  |  |          |         |     |     |         |     |         |     |         |    |         |  |  |  |
| Level 4                | 6%  |  |  |          |         |     |     |         |     |         |     |         |    |         |  |  |  |
| Level 5                |   |  |  |          |         |     |     |         |     |         |     |         |    |         |  |  |  |
| Academic Growth Gaps   | <p><b>CSAP Median SGP BY SUBGROUPS (2012)</b><br/>Significant gaps exist between the following subgroups and subjects:<br/><b>Ethnicity:</b></p> <ul style="list-style-type: none"> <li>• Pre-turnaround: there was a significant gap in 2010-2011 with Black students growing a significantly lower rate than our Hispanic students in Reading and Math.</li> <li>• Turnaround Year 1: It is no longer a concern in Reading or Math but a gap now exists in Writing.</li> </ul> <p><b>Gender:</b></p> <ul style="list-style-type: none"> <li>• Pre-turnaround: There was a significant gap in 2010-2011 with Females outpacing Males in all content areas.</li> <li>• Turnaround Year 1: This is no longer a concern, however Males are growing in Reading at a significantly higher rate than Females.</li> </ul> <p><b>ELLs:</b></p> <ul style="list-style-type: none"> <li>• Pre-turnaround: There was a significant gap in 2010-2011 with ELLs having significantly lower growth than non ELLs in Writing and Reading.</li> <li>• Turnaround Year 1: ELLs outperformed non ELLs in all content areas, with a significant increase in Writing – however since all growth for non ELLs was above 53, this is not a significant area of concern.</li> </ul> | <p>Significant improvements were made in closing the gaps in all sub group areas; however, our African-American students' growth is noticeably below that of our Hispanic students in Writing.</p> | <ul style="list-style-type: none"> <li>- Improvements are partly due to significant emphasis being put on developing teacher's capacity for teaching second language learners.</li> <li>- There is still a need for additional teacher training on creating culturally relevant lessons and culturally responsive classrooms.</li> </ul> |          |         |     |     |         |     |         |     |         |    |         |  |  |  |

| Performance Indicators               | Description of Notable Trends<br>(3 years of past state and local data)  | Priority Performance Challenges | Root Causes   |               |               |               |               |            |            |           |       |    |    |    |    |    |    |          |    |    |    |    |    |    |                               |   |  |   |  |   |  |         |      |    |    |    |    |    |    |        |    |    |    |    |    |    |                              |     |    |    |    |    |    |    |         |   |   |   |   |   |   |      |      |    |    |    |    |    |    |          |    |    |    |    |    |    |  |  |
|--------------------------------------|--|---------------------------------|---------------|---------------|---------------|---------------|---------------|------------|------------|-----------|-------|----|----|----|----|----|----|----------|----|----|----|----|----|----|-------------------------------|---|--|---|--|---|--|---------|------|----|----|----|----|----|----|--------|----|----|----|----|----|----|------------------------------|-----|----|----|----|----|----|----|---------|---|---|---|---|---|---|------|------|----|----|----|----|----|----|----------|----|----|----|----|----|----|--|--|
|                                      | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">Subgroup Type</th> <th style="width: 10%;">Subgroup</th> <th style="width: 10%;">Reading 10-11</th> <th style="width: 10%;">Reading 11-12</th> <th style="width: 10%;">Writing 10-11</th> <th style="width: 10%;">Writing 11-12</th> <th style="width: 10%;">Math 10-11</th> <th style="width: 10%;">Math 11-12</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Ethnicity</td> <td>Black</td> <td>48</td> <td>66</td> <td>51</td> <td>50</td> <td>53</td> <td>75</td> </tr> <tr> <td>Hispanic</td> <td>56</td> <td>65</td> <td>48</td> <td>69</td> <td>69</td> <td>81</td> </tr> <tr> <td>White, Native American, Asian</td> <td>*</td> <td></td> <td>*</td> <td></td> <td>*</td> <td></td> </tr> <tr> <td rowspan="2">Gender^</td> <td>Male</td> <td>47</td> <td>72</td> <td>43</td> <td>61</td> <td>57</td> <td>75</td> </tr> <tr> <td>Female</td> <td>60</td> <td>55</td> <td>60</td> <td>65</td> <td>71</td> <td>80</td> </tr> <tr> <td rowspan="2">Free or Reduced Lunch Status</td> <td>FRL</td> <td>50</td> <td>65</td> <td>45</td> <td>61</td> <td>63</td> <td>77</td> </tr> <tr> <td>Non-FRL</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> </tr> <tr> <td rowspan="2">ELLs</td> <td>ELLs</td> <td>50</td> <td>65</td> <td>45</td> <td>68</td> <td>66</td> <td>82</td> </tr> <tr> <td>Non-ELLs</td> <td>56</td> <td>59</td> <td>52</td> <td>53</td> <td>52</td> <td>75</td> </tr> </tbody> </table> <p>*number of students too small to report</p> | Subgroup Type                   | Subgroup      | Reading 10-11 | Reading 11-12 | Writing 10-11 | Writing 11-12 | Math 10-11 | Math 11-12 | Ethnicity | Black | 48 | 66 | 51 | 50 | 53 | 75 | Hispanic | 56 | 65 | 48 | 69 | 69 | 81 | White, Native American, Asian | * |  | * |  | * |  | Gender^ | Male | 47 | 72 | 43 | 61 | 57 | 75 | Female | 60 | 55 | 60 | 65 | 71 | 80 | Free or Reduced Lunch Status | FRL | 50 | 65 | 45 | 61 | 63 | 77 | Non-FRL | * | * | * | * | * | * | ELLs | ELLs | 50 | 65 | 45 | 68 | 66 | 82 | Non-ELLs | 56 | 59 | 52 | 53 | 52 | 75 |  |  |
| Subgroup Type                        | Subgroup   | Reading 10-11                   | Reading 11-12 | Writing 10-11 | Writing 11-12 | Math 10-11    | Math 11-12    |            |            |           |       |    |    |    |    |    |    |          |    |    |    |    |    |    |                               |   |  |   |  |   |  |         |      |    |    |    |    |    |    |        |    |    |    |    |    |    |                              |     |    |    |    |    |    |    |         |   |   |   |   |   |   |      |      |    |    |    |    |    |    |          |    |    |    |    |    |    |  |  |
| Ethnicity                            | Black  | 48                              | 66            | 51            | 50            | 53            | 75            |            |            |           |       |    |    |    |    |    |    |          |    |    |    |    |    |    |                               |   |  |   |  |   |  |         |      |    |    |    |    |    |    |        |    |    |    |    |    |    |                              |     |    |    |    |    |    |    |         |   |   |   |   |   |   |      |      |    |    |    |    |    |    |          |    |    |    |    |    |    |  |  |
|                                      | Hispanic   | 56                              | 65            | 48            | 69            | 69            | 81            |            |            |           |       |    |    |    |    |    |    |          |    |    |    |    |    |    |                               |   |  |   |  |   |  |         |      |    |    |    |    |    |    |        |    |    |    |    |    |    |                              |     |    |    |    |    |    |    |         |   |   |   |   |   |   |      |      |    |    |    |    |    |    |          |    |    |    |    |    |    |  |  |
|                                      | White, Native American, Asian  | *                               |               | *             |               | *             |               |            |            |           |       |    |    |    |    |    |    |          |    |    |    |    |    |    |                               |   |  |   |  |   |  |         |      |    |    |    |    |    |    |        |    |    |    |    |    |    |                              |     |    |    |    |    |    |    |         |   |   |   |   |   |   |      |      |    |    |    |    |    |    |          |    |    |    |    |    |    |  |  |
| Gender^                              | Male   | 47                              | 72            | 43            | 61            | 57            | 75            |            |            |           |       |    |    |    |    |    |    |          |    |    |    |    |    |    |                               |   |  |   |  |   |  |         |      |    |    |    |    |    |    |        |    |    |    |    |    |    |                              |     |    |    |    |    |    |    |         |   |   |   |   |   |   |      |      |    |    |    |    |    |    |          |    |    |    |    |    |    |  |  |
|                                      | Female   | 60                              | 55            | 60            | 65            | 71            | 80            |            |            |           |       |    |    |    |    |    |    |          |    |    |    |    |    |    |                               |   |  |   |  |   |  |         |      |    |    |    |    |    |    |        |    |    |    |    |    |    |                              |     |    |    |    |    |    |    |         |   |   |   |   |   |   |      |      |    |    |    |    |    |    |          |    |    |    |    |    |    |  |  |
| Free or Reduced Lunch Status         | FRL  | 50                              | 65            | 45            | 61            | 63            | 77            |            |            |           |       |    |    |    |    |    |    |          |    |    |    |    |    |    |                               |   |  |   |  |   |  |         |      |    |    |    |    |    |    |        |    |    |    |    |    |    |                              |     |    |    |    |    |    |    |         |   |   |   |   |   |   |      |      |    |    |    |    |    |    |          |    |    |    |    |    |    |  |  |
|                                      | Non-FRL  | *                               | *             | *             | *             | *             | *             |            |            |           |       |    |    |    |    |    |    |          |    |    |    |    |    |    |                               |   |  |   |  |   |  |         |      |    |    |    |    |    |    |        |    |    |    |    |    |    |                              |     |    |    |    |    |    |    |         |   |   |   |   |   |   |      |      |    |    |    |    |    |    |          |    |    |    |    |    |    |  |  |
| ELLs                                 | ELLs   | 50                              | 65            | 45            | 68            | 66            | 82            |            |            |           |       |    |    |    |    |    |    |          |    |    |    |    |    |    |                               |   |  |   |  |   |  |         |      |    |    |    |    |    |    |        |    |    |    |    |    |    |                              |     |    |    |    |    |    |    |         |   |   |   |   |   |   |      |      |    |    |    |    |    |    |          |    |    |    |    |    |    |  |  |
|                                      | Non-ELLs   | 56                              | 59            | 52            | 53            | 52            | 75            |            |            |           |       |    |    |    |    |    |    |          |    |    |    |    |    |    |                               |   |  |   |  |   |  |         |      |    |    |    |    |    |    |        |    |    |    |    |    |    |                              |     |    |    |    |    |    |    |         |   |   |   |   |   |   |      |      |    |    |    |    |    |    |          |    |    |    |    |    |    |  |  |
| Post Secondary & Workforce Readiness | n/a  | n/a                             | n/a           |               |               |               |               |            |            |           |       |    |    |    |    |    |    |          |    |    |    |    |    |    |                               |   |  |   |  |   |  |         |      |    |    |    |    |    |    |        |    |    |    |    |    |    |                              |     |    |    |    |    |    |    |         |   |   |   |   |   |   |      |      |    |    |    |    |    |    |          |    |    |    |    |    |    |  |  |
|                                      | n/a  | n/a                             | n/a           |               |               |               |               |            |            |           |       |    |    |    |    |    |    |          |    |    |    |    |    |    |                               |   |  |   |  |   |  |         |      |    |    |    |    |    |    |        |    |    |    |    |    |    |                              |     |    |    |    |    |    |    |         |   |   |   |   |   |   |      |      |    |    |    |    |    |    |          |    |    |    |    |    |    |  |  |

**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><b>Description of School Setting and Process for Data Analysis:</b> 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><b>Review Current Performance:</b> 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><b>Trend Analysis:</b> 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><b>Priority Performance Challenges:</b> 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><b>Root Cause Analysis</b> 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> |
|---|--|--|--|---|--|---|--|---|

*Narrative:*

**Pre-Turnaround – before 2010:**

**ACADEMIC ACHIEVEMENT: STATUS :** In reading, there is consistently low performance in reading is observed from 2008-2011; low performance ranging from 25%-33% of students who are at or above proficient. In writing, we noticed significantly low performance in writing is observed from 2008-2011; low performance ranging from 11%-17% of students who are at or above proficient. In math, there is consistently low performance in math is observed from 2008-2011; low performance ranging from 24%-31% of students who are at or above proficient. Overall, performance in all subjects from 2010 to 2011 is flat. Although our CSAP performance is low across all content areas, we did not meet state AYP expectations in reading. Therefore, our priority performance challenge is in the area of reading as follows: Consistently low performance in reading from 2008-2011 shows the percentage of students at proficient or advanced in a range from 25-33%, though the last two years have stagnated at 25%.

**ACADEMIC ACHIEVEMENT: GROWTH:** With respect to core content areas, according to the 2011 CDE's SPF, McGlone's Median student growth was within the typical range in reading and writing, and accelerated growth in math. In reading, Grade 4's median SGP dropped 14% from 2010-11, though Grade 5 growth increased by the same percentage points. In writing, Grade 4's median SGP dropped 25% from 2010-11, though Grade 5 growth increased by 16%. In math, Grade 5 had significant gains in median SGP from 34% to 70% from 2010-11. Given the general pattern of typical growth, we identified our priority performance challenge as needing higher than typical growth to increase the percentage of students performing at proficient and advanced across all subjects. Regarding language proficiency, the percent of students making at least one level's growth decreased from 2010 to 2011, from 57% to 53%, not meeting the district's 60% SPF move-up criteria. CELA sub-scores illustrate students' movement (or lack thereof) in each of the four language domains. Approximately half of students in each level, in listening, reading and writing, a significant amount of students are maintaining their level or regressing, but not progressing. Therefore, our priority performance challenge is that almost half of students taking CELA are not making progress of at least one level. Additionally, a significant amount of students are regressing across the four domains of language (listening, speaking, reading, and writing).

**ACADEMIC GROWTH GAPS:** Significant gaps exist between the following subgroups and subjects (first group is always with higher SGPs): Females vs. males, all subject areas; Hispanic vs. African American, math, reading; ELLs vs. non-ELLs, math. Given that the gender differences are not consistent over time, and the Hispanic vs. African-American gaps persist more or less in ELL vs. non-ELL data, we identified our priority performance challenge as: Our African-American students' growth is noticeably below that of our Hispanic students in math and reading.

**ROOT CAUSE:** The Spring 2010 Expedited CDE review identified declining assessment scores were caused by: school-wide concern related to transitioning students from Spanish to English instruction; previous staff did not use a common data analysis process or dialogue process to review and analyze data; data were not regularly disaggregated beyond grade level, content area, and major standards; data were collected, but teachers did not articulate how the data were used to impact instruction; lessons plans were activity-based rather than learning focused; library collection appears minimal and not diverse or current. McGlone's root cause for declining assessment scores was a lack of a school-wide system for collecting/analyzing data and lack of understanding of standards based instruction.

**VERIFICATION OF ROOT CAUSE:** The 2010-11 administration and leadership team supported the conclusions found by the CDE in their Expedited Diagnostic Review document. This review was shared with the faculty, parents, and CSC. In the CDE review, the team members stated: Previous teachers did not use a common data analysis or data dialogue process to make meaning of data; With few exceptions, data did not seem to be regularly disaggregated beyond grade level, content area, and major standards; Previous teachers had student achievement goals, but few teachers could address specific achievement gaps they were working to close; Formative assessment data were collected, but previous teachers did not consistently articulate how the data impact and refocus their instruction; Previous teachers and leaders were aware of the importance of using data to help guide planning and instruction. However, there was not a consistent cycle of analyzing data, setting goals, implementing instructional changes, and monitoring results.

**ADDITIONAL INFORMATION:** In Fall 2010, Denver Public Schools' Board of Education identified McGlone as a district Turnaround school. New administration and new staff was hired to begin the 2011-12 school year. The school was approved for Innovation status by the state and district boards of education in the summer of 2011.

### **After Year 1 of Turnaround – 2011-2012:**

#### **ACADEMIC ACHIEVEMENT: STATUS, GROWTH and GAPS:**

After the first year of turnaround, we had significant growth in achievement across content areas as measured by TCAP Median Growth Percentiles. Median growth percentile scores ranged from 64 to a high of 80.5 in Math. Median growth percentiles in Reading, Writing, Math and CELA all significantly exceeded both state and district averages. Additionally, our reduction of Unsatisfactory scores in all content areas was significant, with double-digit reductions across most grade levels and content areas. Our status scores in all content areas remain below the state and district expectations and averages.

Our second language learners demonstrated significant growth across all CELA measures, with 73% of students on track for reaching Level 5. Additionally, the growth of ELL students as a subgroup outpaced their non-ELLs peers, although both sub groups had significant growth percentiles over 53. The previous growth gap between Black students as compared to Hispanic students has been eliminated in Reading and Math. However, there is an ethnicity growth gap indicated in Writing.

Our primary math, students in grades K-2, experienced a decline in math achievement as measured by the district interim assessments, while 3<sup>rd</sup> 4<sup>th</sup> and 5<sup>th</sup> demonstrated double digit increases on district interim assessments.

We had an increase in overall student attendance, and a decrease in student disciplinary incidents overall.

#### **ROOT CAUSE and VERIFICATION OF ROOT CAUSE:**

The significant gains in student achievement, status and growth can be attributed to the schools turnaround plan, which included:

- Hiring a new school administrative leadership team
- Hiring a new teaching staff
- Implementation of district and state approved innovation plan with a new vision that focused on high expectations for all students, especially second language learners



- Increased instructional time through extended day and year
- Increased opportunity for professional development for teachers, including 1 on 1 coaching
- Implementation of IRLA, a new reading curriculum aligned with CCSC
- School-wide focus on best practices for supporting second language learners
- Coaching and professional development provided by an outside ELL consultant
- School-wide focus on data as a tool to drive instructional planning and professional development
- High-dosage math tutoring in 4<sup>th</sup> grade
- Partnership with Blueprint schools to provide ongoing feedback and assessment of turnaround plan and implementation

Continued gaps and/or areas of concern can be attributed to:

- Math curriculum (Everyday Mathematics) materials did not support the school's population of second language learners and transient students. Additionally, teachers content knowledge and pedagogy did not support high quality instruction. Another school in our turnaround district that used a different curriculum did not see the same gaps in student achievement, even with a similar student population.
- Writing has not been an area of focus for the school and over time, common practices, professional development, and additional materials will need to be addressed.
- Overall status is low – students started so low in status in 2011 that even with significant median growth percentile gains, status growth was still well below district and state expectations. In one year, the significant growth students experienced was still not able to translate into adequate or expected proficiency changes. This continues to be an area of focus.

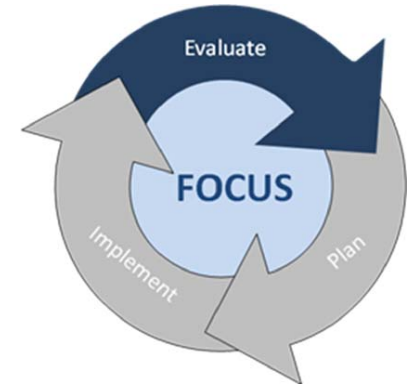
## Section IV: Action Plan(s)

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><i>The school is rated Approaching for Overall Status.</i></p> <p>Consistently low performance in reading from 2008-2011 shows the percentage of students at proficient or advanced in a range from 25-33%, though 2009-2011 years have stagnated at 25%.</p> <p>Although significant growth in Reading occurred for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> in Reading status does still not meet the district or state expectations and Reading TCAP scores are significantly below both state and district average.</p> | By the end of the 2012-13 school year, 50% of the students will score proficient or advanced overall on the reading TCAP. | By the end of the 2013-14 school year, 65% of the students will score proficient or advanced overall on the Math TCAP. | <p>Interim measures will include DRA2 reading assessments, the IRLA PACE tool as well as the STAR reading assessment and Scholastic Reading Inventory (SRI) for 3<sup>rd</sup> – 5<sup>th</sup> grades. These will be administered as follows:</p> <p>DRA2—3x year, August, December, April</p> <p>IRLA's PACE—ongoing</p> <p>STAR— October, January, April</p> <p>SRI – 5x a year, August, October, December, February, May</p> | <p><b>Major Improvement Strategy #1:</b> Employing a lead turnaround partner, Blueprint Schools, which uses research-based strategies and has a proven record of success working with schools under similar circumstances. These will be clustered with other Denver Public Schools to form the Denver Summit School Network. Blueprint will be immersed in all aspects of developing and collaboratively executing the plan and will serve as a liaison to other school partners.</p> <p><b>Major Improvement Strategy #2:</b> Improve the use of critical resources of time, people and money by securing Innovation status by state and district boards of education. Clustered with other Denver Public Schools to form the Denver Summit</p> |
|                               |  | M                               | <p>Although significant growth in math occurred for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup>, district interim data indicates that math growth in the primary</p>  | By the end of the 2012-13 school year, 52% of the students will score proficient or advanced overall on the Math TCAP.    | By the end of the 2013-14 school year, 67% of the students will score proficient or advanced overall on the Math TCAP. | <p>Interim measures will include 6-week Singapore Math summative tests, District Interim Assessments, and Scholastic Math Inventory</p>  |   |

|                 |  |     |   |   |   |   |   |
|-----------------|--|-----|---|---|---|---|---|
|                 |  |     | grades is a significant concern.<br>Status does still not meet the district or state expectations and Math TCAP scores are significantly below both state and district average.   |   |   | (SMI) for 3 <sup>rd</sup> – 5 <sup>th</sup> grades. These will be administered as follows:<br>Singapore Assessments – every 6 weeks<br>District Interims – 3x a year, October, December, May<br>SMI – 5x a year, August, October, December, February, May | School Network that have similar governance management structures and form and innovation school zone pursuant to the Innovation Schools Act.<br><br><b>Major Improvement Strategy #3: a)</b> Purchasing Math in Focus (Singapore Math) curriculum, aligned to Common Core State Standards. |
|                 |  | W   |   | 40%   | 55%   |   |   |
|                 |  | S   |   | 32%   | 47%   |   |   |
| Academic Growth | Median Student Growth Percentile (TCAP/CSAP & CELApro) | R   | After one year of turnaround, McGlone is meeting expectations for academic growth in reading, writing and math. Our SPF district rating moved from Yellow to Green. Given the school's academic status, consistent median growth percentiles of 65 and higher must be maintained across all grades and all content areas. | By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 65%. | By the end of the 2013-14 school year, the Median Student Growth Percentile in Reading will be 65%. | See above for interim measures in Reading.  | See <b>Major Improvement Strategy #1, #2, and #3</b><br><br>Specifically see:<br><b>Major Improvement Strategy #3: a)</b> Purchasing Math in Focus (Singapore Math) curriculum, aligned to Common Core State Standards.   |
|                 |  | M   |   | By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 65%.    | By the end of the 2013-14 school year, the Median Student Growth Percentile in Math will be 65%.    | See above for interim measures in Math.   |   |
|                 |  | W   |   | By the end of the 2012-13 school year, the Median Student Growth Percentile in Writing will be 65%. | By the end of the 2013-14 school year, the Median Student Growth Percentile in Writing will be 65%. | Interim measures will include the district's interim assessments in writing for grades 2-5, and DSSN summative writing assessments aligned to the CCSC 3x a year.   |   |
|                 |  | ELP |   | All CELA achievement outcomes indicate significant strong   | By the end of the 2012-13 school year 60% of students will have progressed at least one             | By the end of the 2013-14 school year 60% of students will have progressed at least one   |   |

|                      |                                  |   |   |   |   |   |   |
|----------------------|----------------------------------|---|---|---|---|---|---|
|                      |                                  |   | <p>support of current programming for second language learners who are now typically accelerating at a pace that is outperforming the district and previous years.</p> <p>With 70% of our population being second language learners, the need continues to maintain accelerated growth in Reading, Writing and Math and language development.</p> | level in their language proficiency.  | level in their language proficiency.  |   |   |
| Academic Growth Gaps | Median Student Growth Percentile | R | Maintain no significant growth gaps.  | By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading, Math and Writing will be 65% or above for all ethnicity groups. | By the end of the 2013-14 school year, the Median Student Growth Percentile in Reading, Math and Writing will be 65% or above for all ethnicity groups. | See above for interim measures in reading, disaggregated by subgroup. | See Major Improvement Strategy #1, #2, and #3 |
|                      |                                  | M | Maintain no significant growth gaps.  |   |   | See above for interim measures in math, disaggregated by subgroup.    |   |
|                      |                                  | W | Significant improvements were made in closing the gaps in all sub group areas; however, our African-American students' growth is noticeably below that of our Hispanic students in Writing.   |   |   | See above for interim measures in writing, disaggregated by subgroup. |   |
| Post                 | Graduation Rate                  |   | n/a   | n/a   | n/a   | n/a   | n/a   |

|                                 |                         |     |     |     |     |     |
|---------------------------------|-------------------------|-----|-----|-----|-----|-----|
| Secondary & Workforce Readiness | Disaggregated Grad Rate | n/a | n/a | n/a | n/a | n/a |
|                                 | Dropout Rate            | n/a | n/a | n/a | n/a | n/a |
|                                 | Mean ACT                | n/a | n/a | n/a | n/a | 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:** Employing a lead turnaround partner, Blueprint Schools, which uses research-based strategies and has a proven record of success working with schools under similar circumstances. These will be clustered with other Denver Public Schools to form the Denver Summit School Network. Blueprint will be immersed in all aspects of developing and collaboratively executing the plan and will serve as a liaison to other school partners.

**Root Cause(s) Addressed:**

- Previous teachers did not use a common data analysis or data dialogue process to make meaning of data.
- With few exceptions, data did not seem to be regularly disaggregated beyond grade level, content area, and major standards.

**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<br>(2012-13 and 2013-2014) | Key Personnel*   | Resources<br>(Amount and Source: federal, state, and/or local)                       | Implementation Benchmarks   | Status of Action Step*<br>(e.g., completed, in progress, not begun) |
|--|-------------------------------------|--|--|---|---|
| <p><b>Implementation of Tenet 1:</b> Excellence in leadership and instruction</p> <ul style="list-style-type: none"> <li>• Ongoing professional development for principals provided collaboratively by Blueprint and the school district</li> <li>• Hired two assistant principals in order to distribute leadership ECE-2 and 3-5, which provides the principal with flexibility to support all grade levels</li> </ul> | <p>April, 2012—<br/>May, 2013</p>   | <p>Administration and School Leadership Team; Teacher Leader Team; DSSN Leadership Team; Blueprint Leadership Team</p> | <p>Local: district privately raised funds; Local: district monies; Wallace grant</p> | <ul style="list-style-type: none"> <li>• <u>6 Week:</u> Blueprint walkthroughs and focus groups of fellows, teachers and students</li> <li>• <u>Monthly:</u> Denver Summit Schools Network (DSSN) leadership meeting</li> <li>• <u>Monthly:</u> virtual professional development through Microsoft Pathfinders</li> </ul> |   |

|  |                                   |   |   |   |  |
|--|-----------------------------------|---|---|---|--|
| <ul style="list-style-type: none"> <li>Hired literacy and math teacher leaders to support and coach every teacher in the building in at least one content area weekly</li> <li>Building leadership capacity through training new teacher leaders and coaches through a tiered coaching model</li> <li>Provided a full-time reading intervention teacher for primary grades 1 and 2 and a TEC (Teacher Effectiveness Coach) for ECE and K.</li> <li>Microsoft Pathfinder global mentor school</li> <li>Facilitated weekly Data Teams, using Data Wise, and Professional Development planning time provided for every teacher</li> <li>Hired Jeff Wein to develop teamwork and build culture among the staff and to coach principal</li> </ul> |                                   |   |   | <ul style="list-style-type: none"> <li><u>Semester</u>: Leadership team retreats</li> <li><u>Weekly</u>: Content (Literacy/Math) coaching with observation and dialogues</li> <li><u>Weekly</u>: Data Teams and Professional Development for teachers during common plan time</li> </ul>  |  |
| <p><b>Implementation of Tenet 2: Increasing instructional time</b></p> <ul style="list-style-type: none"> <li>Extend the 2011-12 school year by ten days.</li> <li>Students will have a minimum of an additional 60 minutes of instructional time each day.</li> <li>Built in weekly clubs that provide enrichment opportunities for kids outside of core curriculum</li> <li>Strategically increased teacher planning time for 3-5 before TCAP and then primary grades after TCAP</li> <li>Increased grade level unit planning time</li> </ul>  | <p>April, 2012—<br/>May, 2013</p> | <p>Daniel Sharpe,<br/>Technology Teacher<br/>Leader<br/>Science Teacher<br/>All Staff members for<br/>clubs</p> | <p>Local: district privately raised funds; Local: district monies</p> | <ul style="list-style-type: none"> <li><u>6 Week</u>: Blueprint walkthroughs and focus groups of fellows, teachers and students</li> <li><u>Daily</u>: Providing additional hour of instruction after school</li> <li><u>Weekly</u>: Thursday clubs for 1 hr.</li> <li><u>Weekly</u>: Providing extra plan time for 3-5 teachers, as well as primary teachers based on a flexible schedules</li> <li><u>Monthly</u>: Increased unit planning time for primary grades</li> </ul> |  |
| <p><b>Implementation of Tenet 3: Fostering a no-excuses culture of high expectations</b></p>   | <p>April, 2011—<br/>May, 2012</p> | <p>Administration,<br/>School Leadership</p>  | <p>Local: district privately raised funds; Local: district monies</p> | <ul style="list-style-type: none"> <li><u>6 Week</u> Blueprint walkthroughs and focus groups of fellows,</li> </ul>   |  |



|  |                                   |   |   |  |  |
|--|-----------------------------------|---|---|--|--|
| <ul style="list-style-type: none"> <li>• During the first week of school we will focus part of the time explicitly on school culture where students will learn about the expectations of them and of the school community.</li> <li>• Implement new systems to increase attendance including parent communication and student incentives</li> <li>• Promote positive behavior system and created McGlone mascot: LOBOS</li> <li>• Foster an intentional college-going culture with achievement goals to be clearly and visibly stated throughout the school.</li> <li>• Enforce consistent uniform policy for every student with provided support for families in need</li> <li>•</li> </ul> |                                   | <p>Team, Building Council, Lorraine Hess Parent Liaison and Student Advisor</p>   |   | <p>teachers and students</p> <ul style="list-style-type: none"> <li>• <u>Daily</u>: Morning Meetings with students re: Core Values and college and career readiness</li> <li>• <u>Monthly</u>: Student recognition and celebration related to Core Values, student achievement and attendance</li> <li>• <u>Ongoing</u>: Leadership team walkthroughs to provide feedback on visible college-going culture and achievement goals</li> <li>• <u>Ongoing</u>: Public celebration of student work aligned with Common Core State Standards</li> <li>• <u>Quarterly/Annually</u>: Public display of student achievement tracking</li> <li>• <u>Quarterly</u>: School-wide award assemblies to celebrate student achievement status and growth as well as attendance</li> </ul> |  |
| <p><b>Implementation of Tenet 4:</b> Frequent assessments to improve instruction</p> <ul style="list-style-type: none"> <li>• Interim assessments will be administered regularly.</li> <li>• SRI/SMI testing for grades 3-5 as a progress growth measure.</li> <li>• DSSN 6 week Writing and Math Interims for K-5.</li> <li>• Common Core aligned progress monitored reading through the use of IRLA and DRA.</li> </ul>  | <p>April, 2012—<br/>May, 2013</p> | <p>Administration team; DPS Assessment, Research and Evaluation Department, Pam Denton – DSSN Data Analysis Coordinator. Building SALs: Dan Sharpe and Sara Gips.</p> | <p>Local: district privately raised funds; Local: district monies</p> | <ul style="list-style-type: none"> <li>• <u>6 Week</u>: Blueprint walkthroughs and focus groups of fellows, teachers and students</li> <li>• <u>Weekly</u>: Analysis and use of daily and weekly exit tickets</li> <li>• <u>Periodically</u>: Analysis of unit and interim assessments</li> <li>• <u>Semesterly</u>: Administration and analysis of DRA2/EDL2</li> <li>• <u>5 Week</u>: SMI and SRI</li> </ul>   |  |

|   |                                   |  |   |   |  |
|---|-----------------------------------|--|---|---|--|
| <ul style="list-style-type: none"> <li>Teachers will be trained to interpret data, and supported on data use and analysis through the Data Wise process.</li> <li>Schools will receive dashboards with information on students' achievement and progress toward individual goals.</li> <li>Teacher implementation of daily exit tickets of core subjects; reading, writing, and math as well as weekly assessments in order to inform instruction.</li> </ul>   |                                   |  |   | <p>administration and analysis of data</p> <ul style="list-style-type: none"> <li><u>Ongoing</u>: DRA assessment and analysis</li> <li><u>6 Week</u>: DSSN Math in Focus assessments and analysis of data</li> </ul>  |  |
| <p><b>Implementation of Tenet 5:</b> Daily tutoring in critical growth years (3<sup>rd</sup> and 4<sup>th</sup> grade)</p> <ul style="list-style-type: none"> <li>All 4<sup>th</sup> graders will receive 50 minutes of tutoring every day in a 3:1 student: tutor ratio.</li> <li>Highly qualified tutor candidates will be recruited nationally.</li> <li>Ongoing professional development will be provided to our fellow tutors on best instructional practice and the Scholastic intervention curriculum "Do the Math" and "Math Navigator"</li> <li>All 3<sup>rd</sup> graders will receive 35-45 minutes of tutoring every day in a 4:1 student tutor ratio.</li> <li>Ongoing professional development will be provided to our fellow tutors on best instructional practice and the Leveled Literacy Intervention Program (LLI).</li> <li>Hire Reading Tutor Coordinator</li> </ul> | <p>April, 2012—<br/>May, 2013</p> | <p>Kim Broker, Math Coordinator<br/>Debbie Backus, Blueprint Regional Director<br/>Reading Coordinator<br/>Suzanne Morey, Principal<br/>Sara Gips, Assistant Principal</p> | <p>Local: district privately raised funds; Local: district monies<br/>Purchased new LLI materials</p> | <ul style="list-style-type: none"> <li><u>Weekly</u>: Fellows' observations and dialogues</li> <li><u>6 Week</u>: Blueprint walkthroughs and focus groups of fellows, teachers and students</li> <li><u>Bimonthly</u>: Fellows' formal observations</li> <li><u>Twice a Year</u>: Fellow formal evaluations of culminating formal observations</li> <li><u>Quarterly</u>: Analysis of Scholastic Math Inventory data and Scholastic Reading Inventory data; Fellows' benchmarking and goal setting</li> </ul> |  |

\* 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:** Improve the use of critical resources of time, people and money by securing Innovation status by state and district boards of education. Clustered with other Denver Public Schools to form the Denver Summit School Network that have similar governance management structures and form and innovation school zone pursuant to the Innovation Schools Act.

**Root Cause(s) Addressed:**

- Previous teachers did not use a common data analysis or data dialogue process to make meaning of data.
- With few exceptions, data did not seem to be regularly disaggregated beyond grade level, content area, and major standards.
- Previous teachers had student achievement goals, but few teachers could address specific achievement gaps they were working to close.
- Formative assessment data were collected, but previous teachers did not consistently articulate how the data impact and refocus their instruction.
- Previous teachers and leaders were aware of the importance of using data to help guide planning and instruction. However, there was not a consistent cycle of analyzing data, setting goals, implementing instructional changes, and monitoring results.

**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<br>(2012-13 and 2013-2014) | Key Personnel*   | Resources<br>(Amount and Source: federal, state, and/or local)  | Implementation Benchmarks  | Status of Action Step* (e.g., completed, in progress, not begun) |
|--|-------------------------------------|--|---|--|--|
| Ongoing hiring and retention of effective administration, teaching staff, and non-teaching staff | Ongoing                             | Suzanne Morey, Principal;<br>Interview team members (varied as appropriate)<br>Leadership Team       | State: PPA, including Title I and II<br>Stipends for leadership (ie. Leadership Team participation)<br>Resources for professional development opportunities (ie. conference attendance, subs, transportation) | Full staffing plan is met or revisited as needed<br><br>Leadership Team Teacher/Staff Retention Plan developed by January 30, 2012 and reviewed yearly | Hiring is ongoing<br>Retention Plan developed in January, 2013   |
| Create a process and review and revise the Innovation Plan for 2014-2015 through 2016-17         | 2013-2014 school year               | Suzanne Morey, Principal; Leadership Team, teachers, parents, (parents/teachers) and DSSN leadership | Possible writing consultant and fees  | <ul style="list-style-type: none"> <li>• Draft due Fall/Winter 2013/2014</li> </ul>  | Not begun  |

|  |         |   |   |   |  |
|--|---------|---|---|---|--|
| Implementation of new vision focused on 21 <sup>st</sup> century learning  | ongoing | Instructional Technology Teacher Leader, Principal, Assistant Principals; School Leadership Team  | School PPA budget, Walton grant, ongoing Grant funding        | <ul style="list-style-type: none"> <li>• <u>Semi-annually:</u> School Leadership Team and School Advisory Board reviews</li> <li>• <u>Daily and Weekly:</u> Leadership walkthroughs and data teams with teachers</li> </ul> | In progress  |
| Seeking additional financial resources to support instructional programming and professional development                   | ongoing | Suzanne Morey, Principal; Daniel Sharpe, Instructional Technology Teacher Leader; Lorraine Hess, Student Advisor/Family Advocate  | Walton grant, Title III Grant, Race to the Top District Grant | <ul style="list-style-type: none"> <li>• <u>Spring 2013 and Spring 2014:</u> Approval of school budget by School Advisory Board</li> <li>• <u>Monthly:</u> Review of budget by administrative leadership</li> </ul>         | Completed: Walton grant<br>In progress: Title III and Race to the Top seeking others |
| Developing partnerships with businesses and community organizations to support implementation and marketing of school plan | ongoing | Suzanne Morey, Principal; Daniel Sharpe, Technology Teacher Leader; Cheryl Carasick (Teacher), leaders of community organizations and local businesses; Stand for Children; Children's Book Trust; others | Possible stipend for extra duty pay for lead teachers         | <ul style="list-style-type: none"> <li>• Semi-annual review</li> </ul>  | In progress  |

**Major Improvement Strategy #3:** a) Purchasing Math in Focus (Singapore Math) curriculum, aligned to Common Core State Standards. b) Securing an English Language Acquisition consultant, Isabel Cordova, who provides professional development to teachers in research-based strategies and has a proven record of success working with schools under similar circumstances to manage the school pursuant to a contract with the school. c) secure and/or purchase a new ELD and Writing curriculum that aligns with CCSC and WIDA standards.

**Root Cause(s) Addressed:**

- school-wide concern related to transitioning students from Spanish to English instruction
- data were not regularly disaggregated beyond grade level, content area, and major standards
- data were collected, but teachers do not articulate how the data were used to impact instruction
- lessons plans were activity based rather than learning focused
- lack of understanding of standards based instruction.

**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 3a: Math in Focus  | Timeline              | Key Personnel*  | Resources<br>(Amount and Source: federal, state, and/or local) | Implementation Benchmarks   | Status of Action Step* (e.g., completed, in progress, not begun) |
|--|-----------------------|---|--|---|--|
| Identification of math curriculum and professional development program. <ul style="list-style-type: none"> <li>- Implementation of Singapore Math (Math in Focus) curriculum as our primary curriculum for grades K-5.</li> <li>- Building wide focus on math with a strong emphasis in weekly data team meetings</li> </ul> | August 2012- May 2013 | Suzanne Morey, Principal; Kim Broker, Math Tutor Coordinator  | n/a  | <ul style="list-style-type: none"> <li>- Weekly math focus data teams</li> <li>- Weekly grade level professional development</li> </ul>   | Ongoing  |
| Implementation of curriculum materials and consultant-based professional development <ul style="list-style-type: none"> <li>- Whole building ongoing PD with Math in Focus Representative</li> <li>- Grade level PD with an emphasis in math</li> </ul>  | August 2012- May 2013 | Suzanne Morey, Principal; Kim Broker, Math Tutor Coordinator, Daniel Sharpe, Teacher Leader, Jen Brooks, Teacher Leader | Local: Walton grant; Local: school budget                      | <ul style="list-style-type: none"> <li>• <u>Monthly:</u> Classroom demonstrations, walkthroughs, and data teams</li> <li>- Weekly math in focus data teams</li> <li>- Classroom demonstrations</li> </ul> | Ongoing  |

|  |                                 |  |                             |  |  |
|--|---------------------------------|--|-----------------------------|--|--|
| <p>Ongoing use of assessment tools to monitor reading and math progress</p> <ul style="list-style-type: none"> <li>- Scholastic Math Inventory (SMI) and Scholastic Reading Inventory (SRI)</li> <li>- DRA2 and IRLA</li> <li>- Star testing</li> <li>- 6 week DSSN Math in Focus Assessments</li> <li>- District Math Interims</li> <li>- Daily and Weekly Assessments</li> </ul> | <p>August, 2011 and ongoing</p> | <p>Administration and leadership teams</p> | <p>Local: school budget</p> | <ul style="list-style-type: none"> <li>• <u>Weekly</u>: Leadership walkthroughs and data teams with teachers focused on math instruction;</li> <li>• <u>Weekly</u>: providing related professional development</li> <li>• <u>Ongoing</u>: analysis of daily and weekly assessments</li> <li>• <u>6 Week</u>: MIF assessments</li> <li>• <u>District</u>: Interims</li> </ul> | <ul style="list-style-type: none"> <li>• IN PROGRESS</li> <li>• IN PROGRESS</li> </ul> |
|--|---------------------------------|--|-----------------------------|--|--|

| Description of Action Steps to Implement the Major Improvement Strategy 3b: ELA consultant   | Timeline                    | Key Personnel*  | Resources<br>(Amount and Source: federal, state, and/or local) | Implementation Benchmarks  | Status of Action Step* (e.g., completed, in progress, not begun) |
|--|-----------------------------|---|--|--|--|
| <p>We will secure an English Language Acquisition consultant, Isabelle Cordova, who provides professional development to teachers in research-based strategies and has a proven record of success working with schools under similar circumstances to manage the school pursuant to a contract with the school.</p> <ul style="list-style-type: none"> <li>• Purchase professional resources for all teachers around best practices for supporting ELLs</li> </ul> | <p>August, 2012</p>         | <p>Suzanne Morey, Principal, Isabelle Cordova, ELL Consultant</p> | <p>PPA Budget</p>  | <ul style="list-style-type: none"> <li>• <u>Fall 2012</u>: ELL 101 and Academic Language Classes</li> <li>• Coaching ELA-S teachers</li> </ul>                       | <p>In progress</p>   |
| <p>Implementation of consultant-based professional development</p>   | <p>August--May, 2012-13</p> | <p>Suzanne Morey, Principal; Isabelle Cordova, ELA Consultant</p> | <p>Local: school budget</p>                                    | <ul style="list-style-type: none"> <li>• <u>Weekly</u>: All staff PD; meeting with leadership team</li> <li>• <u>Weekly</u>: Coaching with selected ELA-S</li> </ul> | <p>In progress</p>   |

|  |  |  |  |   |  |
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|  |  |  |  | <p>teachers</p> <ul style="list-style-type: none"> <li>• <u>Weekly:</u> Leadership walkthroughs for ELA practices</li> <li>• <u>Ongoing:</u> Use of LEAP tool (focused on ELA practices)</li> </ul> |  |
|--|--|--|--|---|--|

| Description of Action Steps to Implement the Major Improvement Strategy 3b: ELD and Writing Curriculum  | Timeline                | Key Personnel*   | Resources<br>(Amount and Source: federal, state, and/or local) | Implementation Benchmarks  | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|-------------------------|--|--|--|--|
| Identification of writing curriculum or program development model   | April, 2013             | Suzanne Morey, Principal; Sara Gips, Assistant Principal   | n/a  | <ul style="list-style-type: none"> <li>• <u>March, 2013:</u> Approval from Office of Chief Academic Officer if necessary</li> </ul>                                    | NOT BEGUN  |
| Secure funding/professional development time for purchase of curriculum materials and staff professional development to develop rubrics and a plan in alignment with CCSC | Feb—April, 2013         | Suzanne Morey, Principal; Sara Gips, Assistant Principal   | Local: school budget, PPA; grant monies if available           | <ul style="list-style-type: none"> <li>• <u>February 2013:</u> secure core materials and PD</li> <li>• <u>February 2013:</u> secure supplementary materials</li> </ul> | NOT BEGUN  |
| Development of school-wide writing plan   | April 2012- August 2012 | Sara Gips, Assistant Principal, and Amy Lovell, Teacher Leader, whole staff; Writing Committee                       |  | <ul style="list-style-type: none"> <li>• <u>May 2013:</u> professional development devoted to planning</li> </ul>  | NOT BEGUN  |
| Implementation of curriculum materials and school-wide writing plan   | August--May, 2014       | Suzanne Morey, Principal; Sara Gips, Assistant Principal; Amy Lovell, Teacher Leader, whole staff; Writing Committee | Local: pilot monies  | <ul style="list-style-type: none"> <li>• <u>Monthly:</u> Classroom demonstrations, walkthroughs, and data teams</li> </ul>   | NOT BEGUN  |
| Ongoing use of assessments tool to monitor writing  | August, 2013            | Administration and   | Local: school budget, DSSN                                     | <ul style="list-style-type: none"> <li>• <u>Weekly:</u> Leadership</li> </ul>  | • NOT BEGUN  |

|          |             |                  |             |   |  |
|----------|-------------|------------------|-------------|---|--|
| progress | and ongoing | leadership teams | assessments | walkthroughs and data teams with teachers focused on writing instruction; coaching from literacy teacher leader <ul style="list-style-type: none"> <li>• <u>Biweekly</u>: providing related professional development</li> <li>• <u>Ongoing</u>: use of school, teacher, and student-level monitoring with school-created rubrics aligned to CCSC</li> </ul> |  |
|----------|-------------|------------------|-------------|---|--|

**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)



**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)                                     | <ul style="list-style-type: none"> <li>- Improvement plan was reviewed by School Advisory Board for feedback and input</li> <li>- Major Improvement strategies were written by the leadership team after a review of 2011-12 student achievement results, and after a review of the 2012-13 UIP</li> <li>- Additionally, see page 15 of the school UIP</li> </ul> |
| 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>See page 15 of the school UIP for the Data Narrative</p> <p>See page 23 of the school UIP for the Action Planning</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>See page 23 of the school UIP for the Action Planning – all three Major Improvement Strategies</p>  |
| All core content teachers are highly qualified.   | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No |  |   |
| How are highly qualified teachers recruited and   |  | Section IV: Action   | <ul style="list-style-type: none"> <li>- Current interview process includes: staff participation, pre-phone screening, lesson</li> </ul>  |

|           |  |              |  |
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| retained? |  | Plan (p. 10) | <p>plan submission, possible teaching demonstration and multiple reference checks</p> <ul style="list-style-type: none"> <li>- Leadership team reviews and plans for retention of staff mid-year to implement any additional supports and strategies to make our work sustainable</li> <li>- See page 27 for our specific action plan around ongoing hiring and retention of effective administration, teaching staff, and non-teaching staff</li> </ul> |
|-----------|--|--------------|--|

| 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) | <ul style="list-style-type: none"> <li>- weekly data teams, weekly staff meetings, Plus/Delta protocol from DataWise to ensure staff input to drive upcoming PD and meetings</li> <li>- Analysis of student achievement data by grade level, leadership team, and whole school leads to professional development needs being driven by data</li> <li>- See page 23 of school UIP for Action Planning and Major Improvement Strategies</li> </ul>                                |
| The school's Parent Involvement Policy (including the Parent Compact) is attached.  | <input checked="" type="checkbox"/> Yes<br><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)  | <ul style="list-style-type: none"> <li>- McGlone has three ECE teachers, 2 full day classrooms and 2 half day classrooms, and ECE and Kindergarten have frequent collaboration to ensure vertical alignment and smooth transitioning</li> <li>- Our numbers can accommodate and retain all of our ECE students – and we have a relatively high retention rate</li> </ul>  |
| 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)  | <ul style="list-style-type: none"> <li>- 6 week BluePrint visitations will review the UIP and Action planning</li> <li>- Leadership Team and School Advisory Board will review the UIP yearly</li> </ul>  |
| How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?                                     |  | Section IV: Action Plan (p. 10), Resource Column                       | <p><i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i></p> <ul style="list-style-type: none"> <li>- See page 23 of school UIP for Action Planning and Major Improvement Strategies</li> <li>- Additionally, school-wide Title I funds support coaching for every teacher in the building as well as reading intervention in the primary grades</li> </ul> |

## Parent/Guardian Engagement Compact

We request that all parents and guardians sign a compact which outlines tiers of involvement as follows:

- ***TIER 1 Involvement (Minimum Parent Expectation)***

- Ensure that my child attends school every day on time.
- Ensure that my child is on time each morning and remains present at school until the final bell each day.
- Ensure that my child is in uniform every day.
- Attend scheduled parent/teacher conferences
- Check my child's homework each night and encourage my child to do his/her best each day.

- ***Tier 2 Involvement (Optional Parent Commitment)***

- Occasionally volunteer in my child's classroom and/or help with field trips.
- Attend school events and/or Parent Classes and Trainings.

- ***Tier 3 Involvement (Optional Parent Commitment)***

- Provide parent leadership as a room parent and/or volunteering at the school on a regular basis
- Serve on one of McGlone's committees such as School Advisory Board, PTO, or Parent Learning Team.

- **Visitors/ Volunteer Procedures**

- If you would like to volunteer in your child's classroom please talk to your child's teacher. Always check in at the front office where you will receive a visitor's name tag. We also want to encourage you to attend parent coffees and PTO meetings where you can learn about different ways you can partner with us at McGlone as we serve the needs of our students.