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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 5702 School Name: MC KINLEY-THATCHER ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	71.65%	-	-	61.32%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	55.24%	-	-	
		W	53.52%	-	-	40.95%	-	-	
		S	47.53%	-	-	45.71%	-	-	
Academic Growth	Median Student Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency **Expectation:** If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	31	-	-	65	-	-	
		M	56	-	-	60	-	-	
		W	50	-	-	58	-	-	
		ELP	42	-	-	60	-	-	

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	**Median Student Growth Percentile** **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	**Graduation Rate** **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Post Secondary Readiness: -
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	Dropout Rate **Expectation:** At or below State average overall.	-	-	-	
	Mean ACT Composite Score **Expectation:** At or above State average	-	-	-	

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Accountability Status and Requirements for Improvement Plan

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

Section II: Improvement Plan Information

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

Additional Information about the School

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

Improvement Plan Information

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

☐ State Accountability   XX 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: _____

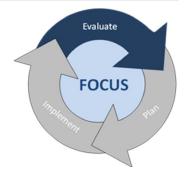|	School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Alona Hastings, Principal
	Email	Alona_Hastings@dpsk12.org
	Phone	720-424-5600
	Mailing Address	1230 S. Grant St. Denver, CO 80210
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Increase from 59% proficient or advanced to 65% in reading.	The goal was not met. Overall reading performance was 60.4% proficient or advanced.	Even though we increased actual instructional minutes spent on reading and writing and increased the amount of instruction focused on specific learning outcomes our goals in status were not met. We did not adequately increase the intentionality of our instruction. We also did not increase the rigor and pace of our instruction to accelerate the learning and growth our students achieve.
	Increase from 43% proficient or advanced to 50% in writing.	The goal was not met. Writing performance was 39% proficient or advanced.	Rubrics and checklists of performance criteria were used inconsistently to provide feedback to students and to increase student understanding of proficient work. While inconsistent, this practice did support increased performance in reading and writing.
Academic Growth			

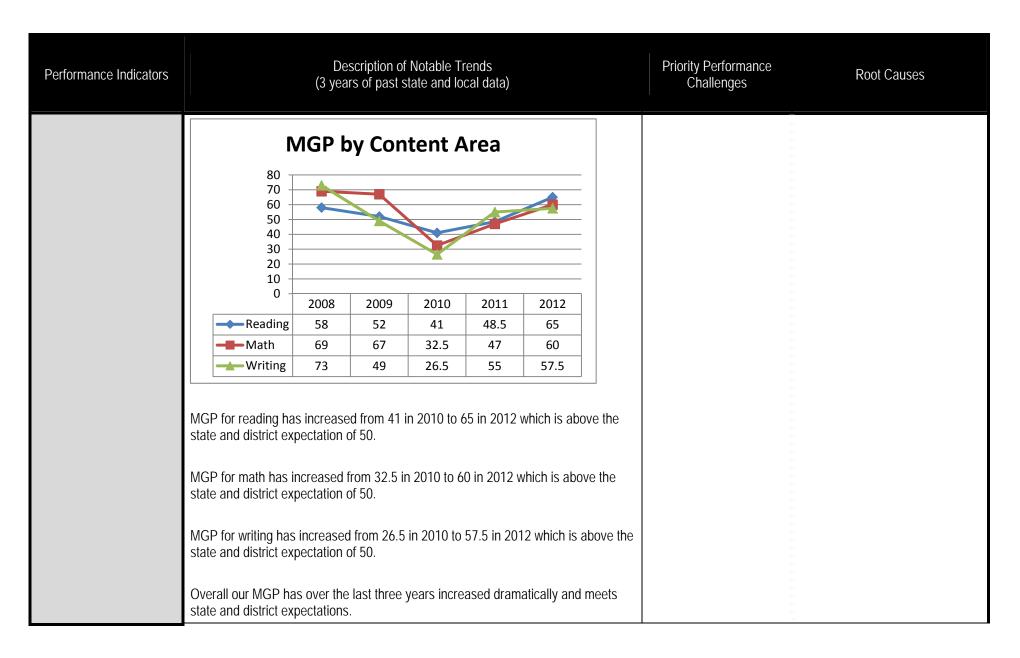| Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
			The explicit focus on scaffolding and differentiating instruction for Hispanic students paid off in accelerating their rate of growth.
Academic Growth Gaps	Median growth percentile for Hispanic students will increase from 45 to 50 in reading	MGP for Hispanic students increased from 45 to 65 in reading. Goal was met	
	The median growth percentile for Hispanic students will increase from 51 to 55 in writing.	MGP for Hispanic students increased from 51 to 57 in writing. Goal was met.	_____
Post Secondary Readiness			

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Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

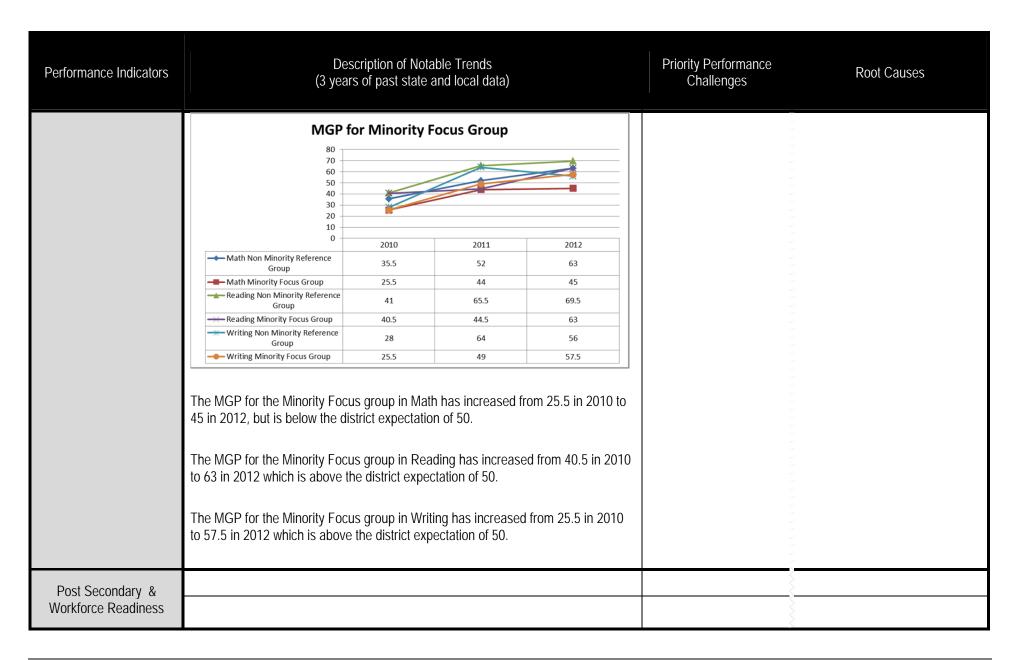| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<table><tr><td>Reading</td><td>Math:</td><td>Writing</td></tr><tr><td>2009 – 60%</td><td>2009 – 66%</td><td>2009 – 49%</td></tr><tr><td>2010 – 55%</td><td>2010 – 61%</td><td>2010 – 42%</td></tr><tr><td>2011 – 59%</td><td>2011 – 56%</td><td>2011 – 43%</td></tr><tr><td>2012 – 61%</td><td>2012- 52%</td><td>2012 – 39%</td></tr></table> Our reading status has increased from 55% to 61% in 3 years, but is still below expectations. Our math status has declined from 66% to 52% over 4 years. Our writing status has declined from 49% to 39% over 4 years. Our 2012 reading status was 61% P/A, our Math status was 52% P/A and writing status was 39% P/A. This identified writing as our most urgent performance challenge. Science status increased from 37% to 45% P/A.	Only 39% of students are P/A in writing which is significantly below the state expectation of 53.52%.	We have not yet mastered how to identify daily learning targets and are not using formative assessments on a daily basis to determine student progress. We lack an explicit, systematic and consistent approach to writing instruction.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

MGP by Content Area

	2008	2009	2010	2011	2012
Reading	58	52	41	48.5	65
Math	69	67	32.5	47	60
Writing	73	49	26.5	55	57.5

MGP for reading has increased from 41 in 2010 to 65 in 2012 which is above the state and district expectation of 50.

MGP for math has increased from 32.5 in 2010 to 60 in 2012 which is above the state and district expectation of 50.

MGP for writing has increased from 26.5 in 2010 to 57.5 in 2012 which is above the state and district expectation of 50.

Overall our MGP has over the last three years increased dramatically and meets state and district expectations.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	**MGP for FRL Focus Group** 		2010	2011	2012
Math Non FRL Reference Group	42	66.5	64
Math FRL Focus Group	29	34.5	39
Reading Non FRL Reference Group	41	68.5	75
Reading FRL Focus Group	42	42	44
Writing Non FRL Reference Group	31	57.5	68.5
Writing FRL Focus Group	25	51.5	53.5 | The MGP for the FRL Focus group in Math has increased from 29 in 2010 to 39 in 2012, but continues to be below the district expectation of 50. The MGP for the FRL Focus group in Reading remained flat at 42 in 2010 and 2011 followed by an increase to 44 in 2012 which is below the district expectation of 50. In addition, the difference in the MGP between the FRL Focus group and the Non FRL Reference group in reading has increased from -1 to 31 percentile points over the past three years. The MGP for the FRL Focus group in Writing has increased from 25 in 2010 to 53.5 in 2012 which is above the district expectation of 50.	Over the past three years the gap for the FRL Focus group (68% of the student body) has increased from -1 to 31 percentile points in reading.	We do not have a systematic and consistent approach for differentiating instruction and progress monitoring to accelerate growth for under-achieving students toward proficiency in reading.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	MGP for Minority Focus Group The MGP for the Minority Focus group in Math has increased from 25.5 in 2010 to 45 in 2012, but is below the district expectation of 50. The MGP for the Minority Focus group in Reading has increased from 40.5 in 2010 to 63 in 2012 which is above the district expectation of 50. The MGP for the Minority Focus group in Writing has increased from 25.5 in 2010 to 57.5 in 2012 which is above the district expectation of 50.		
Post Secondary & Workforce Readiness			

MGP for Minority Focus Group

	2010	2011	2012
Math Non Minority Reference Group	35.5	52	63
Math Minority Focus Group	25.5	44	45
Reading Non Minority Reference Group	41	65.5	69.5
Reading Minority Focus Group	40.5	44.5	63
Writing Non Minority Reference Group	28	64	56
Writing Minority Focus Group	25.5	49	57.5

Data Narrative for School

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

Data Narrative for School

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

McKinley-Thatcher has one class at each grade level ECE-5th grade with a total student body of approximately 160 students. Currently 68% of the students receive free or reduced lunch and the school now qualifies for Title 1 status. The largest minority population is Hispanic students. The Collaborative School Committee (CSC) reviewed TCAP performance data related to overall performance and differences in performance for different sub-groups of students. CSC determined that, overall, writing was an area of needed focus. This meeting on September 4, 2012 pushed forward writing and reading as the areas of focus for the UIP. The school leadership team (SLT) met on September 6, 2012 to look at the same data as CSC and to determine if other areas for focus needed to be identified. SLT worked with our School Improvement Partner (SIP) to determine the priority performance challenges. On September 11, 2012 the staff used the 5 Whys Protocol to identify root cause. SLT then began meeting weekly to identify the priority performance challenges to determine action steps that would address the areas of challenge. Feedback was gathered from the entire staff. As a small school, however, most of the staff participates in CSC, SLT or both. On October 2, CSC was updated on the progress of the UIP. Discussion about proposed action steps and needed materials took place.

Review of Current Performance:

In reviewing the 2011-12 UIP targets, we determined that we did not meet the goals for Status, but we did meet the UIP targets for Academic Growth Gaps. In reading, the goal was to go from 59% proficient or advanced to 65%. Growth to 61% was achieved. In writing, growth from 43% to 50% was not achieved. Student performance levels actually dropped to 39%. Even though we increased actual instructional minutes spent on reading and writing and increased the amount of instruction focused on specific learning outcomes our goals in status were not met. In exploring reasons for not meeting our goals, we identified several factors. We did not increase the intentionality of our instruction enough. We also did not increase the rigor and pace of our instruction to accelerate the learning and growth of our students. Rubrics and checklists of performance criteria were used inconsistently to provide feedback to students and to increase student understanding of proficient work. While inconsistent, this practice did support increased performance in reading and writing.

For Academic Growth Gaps, the MGP for Hispanic students in reading increased to 65 exceeding the goal of 50. In writing, the MGP for Hispanic students increased to 57 which met the goal of 55. The explicit focus on scaffolding and differentiating instruction for Hispanic students paid off in accelerating their rate of growth.

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Trend Analysis: As the CDE and DPS SPF ratings indicate, we are having significant success in increasing our Growth. We need to continue that trend and address needed growth in status and closing Growth Gaps.

CDE Ratings	2010-2011	2011-2012
Status*	Approaching	Approaching
Growth	Meets	Exceeds
Growth Gaps*	Approaching	Approaching

DPS SPF Ratings	2010-2011	2011-2012
Status	Meets	Meets
Growth	Approaching	Meets

1. Student Progress Over Time--Growth	SPF2012 Points for 2011-2012 Data			SPF2012 Points for 2010-2011 Data			SPF2012 Overall Score			Stoplight
	Earned Points	Possible Points	% of Points Earned	Earned Points	Possible Points	% of Points Earned	Earned Points	Possible Points	% of Points Earned	
Total	71	88	81%	52	88	59%	54	88	61%	Meets
1.7a ELL Subgroup Growth		0			0			0		
1.7b FRL Subgroup Growth	1	3		1	3		1	3		Approaching
1.7c Minority Subgroup Growth	1	3		1	3		1	3		Approaching
1.8a ELL Subgroup Growth Comparison		0			0			0		
1.8b FRL Subgroup Growth Comparison	0	2		0	2		0	2		Does Not Meet
1.8c Minority Subgroup Growth Comparison	1	2		0	2		0	2		Does Not Meet
1.9 Students with Disabilities Subgroup Growth Comp		0			0			0		

2. Student Achievement Level Status	SPF2012 Points for 2011-2012 Data			SPF2012 Points for 2010-2011 Data			SPF2012 Overall Score			Stoplight
	Earned Points	Possible Points	% of Points Earned	Earned Points	Possible Points	% of Points Earned	Earned Points	Possible Points	% of Points Earned	
Total	25	35	71%	24	31	77%	22	35	63%	Meets
2.3a ELL Subgroup Status	0	2			0		0	2		Does Not Meet
2.3b FRL Subgroup Status	0	2		1	2		0	2		Does Not Meet
2.3c Minority Subgroup Status	1	2		0	2		0	2		Does Not Meet
2.4 Students with Disabilities Subgroup Status Comp	0	2			0		0	2		Does Not Meet

Priority Performance Challenges & Root Cause Analysis:

In reviewing what we accomplished in the last year, the staff and CSC agreed that our Priority Performance Challenge needs to be more sharply focused this year than last. Our Status Priority Performance Challenge was identified after a thorough review of trend. For the 2012-13 school year, the most critical trend was that only 39% of students are P/A in writing. Our target for this year will be increasing P/A from 39% to 51% in writing. In the Growth Gaps area, we found that over the past three years, the gap for FRL students has increased from -1 to 31 percentile points in reading.

Careful analysis of our instructional practices, our data team process, progress monitoring and the gains we had last year, led us to identify the following Primary Performance Challenges and Root Causes:

Priority Performance Challenge (Status): Only 39% of students are P/A in writing which is significantly below the state expectation of 53.52%.

Root Cause: We have not yet mastered how to identify daily learning targets and are not using formative assessments on a daily basis to determine student progress. We lack an explicit, systematic and consistent approach to writing instruction.

Priority Performance Challenge (Academic Growth Gaps): Over the past three years the gap for the FRL Focus group (68% of the student body) has increased from -1 to 31 percentile points in reading.

Root Cause: We do not have a systematic and consistent approach for differentiating instruction and progress monitoring to accelerate growth for under-achieving students toward proficiency in reading.
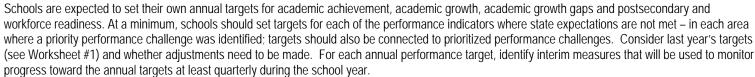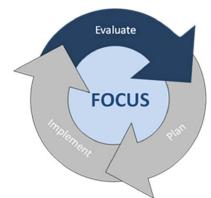
Section IV: Action Plan(s)

This section addresses the "plan" portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form
Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R					
		M					
		W	Only 39% of students are P/A in writing which is below the state expectation of 53.52%.	Increase the percentage of students scoring Proficient and Advanced from 39% to 51%.	Increase the percentage of students scoring Proficient and Advanced from 51% to 55%.	The percent of students scoring P/A on district writing interim scores will progress from fall to winter to spring, meeting or exceeding the identified increases below. 2nd: 8% to 28% to 48% 3rd: 15.3% to 35% to 55% 4th: 7.1% to 27% to 47% 5th: 43.4% to 63% to 83%	Utilize 6 Traits writing and a common writing rubric in conjunction with planning guides to systematically teach writing.

						Monthly writing prompts will be scored with common rubrics. Consistent growth will be evidenced by higher ratings on the writing prompts, with students increasing their level of proficiency by at least one level over the two school years.	
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R	Over the past three years the gap for the FRL Focus group (68% of the student body) has increased from -1 to 31 percentile points in reading.	Increase MGP for FRL students from 44 to 65 in Reading.	Maintain an MGP for FRL students of 65 or higher in Reading.	STAR Early Enterprise and STAR Reading, and/or DRA2 Continuum will be used at least monthly to progress monitor all students below grade level.	Identify readers below grade level and provide systematic supports with progress monitoring to accelerate growth to proficiency.
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

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

Priority Performance Challenge: Only 39% of students are P/A in writing which is below the state expectation of 53.52%.

Root Cause Addressed: We have not yet mastered how to identify daily learning targets and are not using formative assessments on a daily basis to determine student progress. We lack an explicit, systematic and consistent approach to writing instruction.

Major Improvement Strategy #1: Utilize 6 Trait writing and a common writing rubric in conjunction with the Planning Guides to systematically teach writing.

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

☐ School Plan under State Accountability   XX 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	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Step 1. Train the staff in 6 Trait writing and agree upon a rubric that creates a continuum between the grade levels in conjunction with the Planning Guides.	Fall, 2012 – winter, 2012	Principal, SIP, TEC	School Budget – with some additional resource materials provided by SIP	100% of staff will participate in training. A common rubric will be identified at each grade level.	In process
Step 2. Implement 6 Trait writing and teach students to use the rubric to improve their work.	Fall, 2012-May, 2014	All classroom, ELA and special education teachers, principal, TEC & SIP	School Budget	Classroom walk-throughs observing evidence of use of rubrics, progress monitoring of writing and vertical team meetings assessing student progress on continuum of expectations based on 6 Traits	Initiate November, 2012 and continuing through May, 2014

| Step 3. Use the data team process to accelerate student mastery. | Weekly data team meetings with grade level teachers, Principal, TEC and/or SIP. Vertical data team meetings on Assessment days with teachers, Principal, TEC and SIP | All classroom, ELA and special education teachers, principal, TEC & SIP | School Budget | Principal and TEC participation in weekly data teams with focus on student improvement over time. Analysis of data and development of instructional plans for targeted students. Analysis of effectiveness of Data Teams/Vertical Teams as scored by expectation rubric. | Data team initiated 9/15/12 Vertical team and Assessment initiated on 9/14/12 and on-going through May, 2014 |

* 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).

Priority Performance Challenge (Academic Growth Gaps): Over the past three years the gap for the FRL Focus group (68% of the student body) has increased from -1 to 31 percentile points in reading.

Root Cause: We do not have a systematic and consistent approach for differentiating instruction and progress monitoring to accelerate growth for under-achieving students toward proficiency in reading.

Major Improvement Strategy #2: Identify readers below grade level and provide systematic supports with progress monitoring to accelerate growth to proficiency.

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Step 1. Use the data team process to identify student deficits and plan more targeted differentiation to accelerate student mastery.	9/2012 through 5/2014	Teachers, Special Ed and ELA support staff, Principal, TEC & SIP	School Budget	Principal & TEC analysis with teachers of data and instructional plans for targeted students.	Data team initiated 9/15/12 Vertical team and Assessment initiated on 9/14/12 and on-going through May, 2014
Step 2: Teachers provide systematic and consistent differentiation for identified students	9/2012 through 5/2014	Classroom teachers, ELA and Special Education support staff, Principal and TEC	School Budget	Principal and TEC classroom observations to identify differentiated instruction and specific scaffolding for identified students	10/2012 through 5/2014
Step 3. Engage students in their own progress monitoring to accelerate the rate of learning including weekly goal-setting meetings with all students.	9/2012 through 5/2014	Classroom teachers, ELA and Special Education support staff, Principal & TEC	School Budget	All students 1st - 5th have data notebooks and are able to articulate personal goals and progress toward goals.	9/12 through 5/2014

| Step 4. Provide eighty minutes per week of Imagine Learning with those students who are low performing. | 10/20/2012 through 5/2014 | Classroom teachers, ELA and Special Education support staff & Principal | Imagine Learning licenses through district. Computer support through district | Principal check of reports documenting minutes per week and progress rates for all participating students | 11/05/2012 initiated through 5/2014 |

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:
- Title I School-wide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

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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)	See Narrative p. 11-13
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)	See Narrative p. 11-13 and Action Plan starting on p. 16
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)*	See Action Plan p. 16-19
All core content teachers are highly qualified.	X Yes ☐ No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	The personnel committee establishes look-fors and identifies indicators for high quality responses prior to candidate interviews. Once hired, all staff participates in PD, PDUs and data teams to build connections and to support strong practice and continuous improvement.

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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)	PD focuses on areas of need identified within the UIP. Feedback regarding additional needs/support are gathered after PD sessions and is used to plan meaningful and targeted PD.
The school's Parent Involvement Policy (including the Parent Compact) is attached.	X Yes ☐ 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)	School based ECE and K program teachers participate fully in all PD. Action steps are designed to be inclusive of all students. P. 16-19
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)	See interim measures p. 14 and 15
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	See Resources in Action Plan p. 16-19

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McKinley-Thatcher Elementary School

School - Parent Compact
2012 - 2013

School's Responsibility

The staff at McKinley-Thatcher Elementary School commits to providing a high quality educational experience for each student by providing appropriate instruction in:

- Literacy, according to the district's literacy plan
- Math, implementing the Everyday Math program
- Science and social studies, according to district and state content standards
- Art, music, physical education, technology and library, according to district and state content standards

The staff at McKinley-Thatcher Elementary School commit to helping each student reach his/her maximum potential by:

- Committing to learn and implement best-practices for instruction and assessment by attending ongoing professional development
- Providing homework assignments as necessary to reinforce learning and teach responsibility
- Providing additional resources, in class and/or with additional support staff interventions and/or with additional district or community resources as appropriate

Parent / Guardian - Teacher Communication

Communication with parents will occur on a regular and frequent basis through:

- Report cards
- Progress reports
- Class newsletters
- Scheduled conferences (two times per year)

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- Additional conferences as necessary to ensure successful communication
- School website
- Parent Information Events

Parent / Guardian Responsibility

Parents of students at McKinley-Thatcher Elementary School will support their child's learning by:

- Insuring that students have a good night's sleep and have access to a healthy breakfast
- Making sure that students attend school every day they are not ill
- Actively support my child's learning at home by monitoring his/her progress, attendance, and the completion of homework.
- Read to or monitor the reading of my child for 20 minutes each night.
- Making sure that students arrive on time for school
- Participating in regular parent-teacher conferences
- Communicating questions and concerns to the teacher or principal

Student's Name/s: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

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Title I Parent Activity Plan

A Title I Schoolwide or Targeted Assistance Plan Requirement

School: McKinley-Thatcher Elementary School

Title I Parent Involvement Strategy: McKinley-Thatcher will host a minimum of five parent activities throughout the school year. They are intended to support specific instructional areas in areas of particular concern to parents (reading, writing, and math) as well as give parents general ways to support their child's overall learning. At least two of the activities are intended to bring parents together to develop a sense of community within our school.

Root Cause(s) Addressed by this Strategy: Increase parent involvement and ability to be active participants in their child's education. Parents are eager to assist in their child's education but may need assistance in effective ways that they can help.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Back to School Night/Grand Re-Opening Event	Sept. 26, 2012	Principal, All teachers	$1200 from Student Activity funds covered interactive games, dinner, fliers and other printing.	85% or more of parents will participate. Parents unable to participate will be provided with information and handouts.
Reading Night	Oct. 2011	Principal, Community Resources and all classroom teachers and Facilitator	$1500 for Community Resources (for three events). Remainder of costs, materials and snacks paid by local funds	60% or more of parents will participate. This is a new event so we are unsure of what attendance to expect.
Science Night	January 2013	Principal and Community Resources and all classroom teachers and Facilitator	$1500 for Community Resources (for three events). Remainder of costs, materials and snacks paid by local funds	60% or more of parents will participate. This is a new event, so we are unsure of what attendance to expect.
Math Night	April 2013	Principal and, Community Resources and all classroom	$1500 for Community Resources (for three events). Remainder of costs, materials and snacks paid by local	60% or more of parents will participate. This is a new event, so we are unsure of what attendance to expect.

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		teachers and Facilitator	funds	
Parent-Teacher Conferences	Oct. 2012 and February 2013	Principal, teachers and parents	No funds required.	85% of parents will attend. Teachers will reach out to parents who don't attend to share information about student progress.

Signature Required:

_____

Instructional Superintendent