

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 5716 School Name: MC MEEN ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	-	-	62.35%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	62.14%	-	-	
		W	53.52%	-	-	51.84%	-	-	
		S	47.53%	-	-	42.5%	-	-	
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	41	-	-	73	-	-	
		M	59	-	-	63	-	-	
		W	50	-	-	75	-	-	
ELP	43	-	-	69	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

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

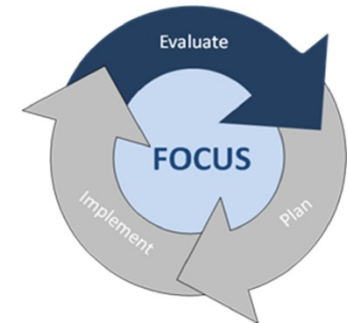
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 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)		
	Name and Title	Adam Volek, Principal
	Email	adam_volek@dpsk12.org
	Phone	720-424-5520
	Mailing Address	1000 S. Holly Street, Denver, CO 80246
2	Name and Title	Mary Rose Varveris, Assistant Principal
	Email	maryrose_varveris@dpsk12.org
	Phone	720-424-5520
	Mailing Address	1000 S. Holly St., Denver, CO 80246

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)	By the end of the 2011-2012 school year, 61% of the students will score proficient or advanced overall on the Reading TCAP test.	Target not met. Overall score 60%; 1% short of meeting target.	The 2011-2012 target for Reading was not met. Although all action steps were implemented with fidelity, we fell short of our target by 1%. The 2011-2012 target for Writing was not met. Over the course of 3 years, we have shown growth. However, we fell short of our goal by 4%. We believe that the continued focus on reducing the gap of ELLs and the majority group students utilizing the action steps will help us achieve our goal.
	Writing: By the end of the 2011-2012 school year, 54% of the students will score proficient or advanced overall on the Writing TCAP test.	Target not met. Overall score 50% 4% short of meeting target.	
Academic Growth			
Academic Growth Gaps			
Post Secondary Readiness			

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
Academic Achievement (Status)	<div style="text-align: center;"> <p>Overall Status by Content Area</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>49%</td> <td>55%</td> <td>56%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>44%</td> <td>42%</td> <td>51%</td> <td>50%</td> </tr> <tr> <td>Math</td> <td>56%</td> <td>60%</td> <td>59%</td> <td>58%</td> <td>59%</td> </tr> <tr> <td>Science</td> <td>18%</td> <td>32%</td> <td>39%</td> <td>24%</td> <td>40%</td> </tr> </tbody> </table> </div> <p>Reading TCAP results have increased each year from 49% in 2009 to 60% in 2012. While meeting the district expectation of 50%, the results are 9% below state expectations.</p> <p>The trend for Writing performance has been moving in an upward direction from 38% in 2008 to 50% in 2012. The district expectation of 40% was met, and there is only a 2% difference from the state expectation.</p> <p>Performance on Math TCAP has remained relatively flat from 2009 to 2012 (60%, 59%, 58%, 59%). The district expectation of 50% was met, but performance in Math is 9% below the state expectation.</p> <p>After increasing from 18% in 2008 to 39% in 2010, performance on Science TCAP dropped to 24% in 2011 followed by an increase to 40% in 2012 which was above the district expectation of 30% and 5% below the state expectation.</p>		2008	2009	2010	2011	2012	Reading	50%	49%	55%	56%	60%	Writing	38%	44%	42%	51%	50%	Math	56%	60%	59%	58%	59%	Science	18%	32%	39%	24%	40%		
	2008	2009	2010	2011	2012																												
Reading	50%	49%	55%	56%	60%																												
Writing	38%	44%	42%	51%	50%																												
Math	56%	60%	59%	58%	59%																												
Science	18%	32%	39%	24%	40%																												

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																	
	<p style="text-align: center;">Status by ELL and Content Area</p> <table border="1" data-bbox="449 638 1190 867"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Math</th> </tr> <tr> <th></th> <th>Non-ELL</th> <th>ELL</th> <th>Non-ELL</th> <th>ELL</th> <th>Non-ELL</th> <th>ELL</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>59%</td> <td>31%</td> <td>46%</td> <td>20%</td> <td>59%</td> <td>41%</td> </tr> <tr> <td>2009</td> <td>60%</td> <td>19%</td> <td>52%</td> <td>13%</td> <td>68%</td> <td>36%</td> </tr> <tr> <td>2010</td> <td>64%</td> <td>34%</td> <td>46%</td> <td>23%</td> <td>61%</td> <td>47%</td> </tr> <tr> <td>2011</td> <td>66%</td> <td>22%</td> <td>55%</td> <td>23%</td> <td>59%</td> <td>40%</td> </tr> <tr> <td>2012</td> <td>66%</td> <td>35%</td> <td>48%</td> <td>31%</td> <td>58%</td> <td>45%</td> </tr> </tbody> </table> <p>The performance of the ELL subgroup in Reading has been significantly below the non-ELL subgroup for 5 years with the 2012 data showing a 31% difference.</p> <p>The performance of the ELL subgroup in Writing has been below the non-ELL subgroup for 5 years with the 2012 data showing a 17% difference.</p> <p>The performance of the ELL subgroup in Math has been below the non-ELL subgroup for 5 years with the 2012 data showing a 13% difference.</p>		Reading		Writing		Math			Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	2008	59%	31%	46%	20%	59%	41%	2009	60%	19%	52%	13%	68%	36%	2010	64%	34%	46%	23%	61%	47%	2011	66%	22%	55%	23%	59%	40%	2012	66%	35%	48%	31%	58%	45%	<p>The performance of the ELL subgroup has remained below the non-ELL subgroup for 5 years with the current data showing a 31% difference in Reading and a 17% difference in Writing.</p>	<p>We do not have vertical consistency with the instructional materials that are being used for Reading and Writing instruction in order to specifically support English Language Learners.</p>
	Reading		Writing		Math																																															
	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL																																														
2008	59%	31%	46%	20%	59%	41%																																														
2009	60%	19%	52%	13%	68%	36%																																														
2010	64%	34%	46%	23%	61%	47%																																														
2011	66%	22%	55%	23%	59%	40%																																														
2012	66%	35%	48%	31%	58%	45%																																														

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
Academic Growth	<p style="text-align: center;">MGP by Content Area</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Writing</th> <th style="text-align: center;">Math</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">■ 2008</td> <td style="text-align: center;">54</td> <td style="text-align: center;">60.5</td> <td style="text-align: center;">59.5</td> </tr> <tr> <td style="text-align: center;">■ 2009</td> <td style="text-align: center;">74</td> <td style="text-align: center;">70.5</td> <td style="text-align: center;">73</td> </tr> <tr> <td style="text-align: center;">■ 2010</td> <td style="text-align: center;">68</td> <td style="text-align: center;">67</td> <td style="text-align: center;">67.5</td> </tr> <tr> <td style="text-align: center;">■ 2011</td> <td style="text-align: center;">58</td> <td style="text-align: center;">63</td> <td style="text-align: center;">67</td> </tr> <tr> <td style="text-align: center;">■ 2012</td> <td style="text-align: center;">73</td> <td style="text-align: center;">74.5</td> <td style="text-align: center;">63</td> </tr> </tbody> </table> <p>The MGP for reading decreased from 74 in 2009 to 58 in 2011 followed by an increase to 73 in 2012 exceeding both state and district expectations.</p> <p>The MGP for Writing decreased from 70.5 in 2009 to 63 to 2011 followed by an increase to 74.5 in 2012 exceeding both state and district expectations.</p> <p>The MGP for Math has been declining from 2009 (73, 67.5, 67, 63), but continues to meet both state and district expectations.</p>		Reading	Writing	Math	■ 2008	54	60.5	59.5	■ 2009	74	70.5	73	■ 2010	68	67	67.5	■ 2011	58	63	67	■ 2012	73	74.5	63		
	Reading	Writing	Math																								
■ 2008	54	60.5	59.5																								
■ 2009	74	70.5	73																								
■ 2010	68	67	67.5																								
■ 2011	58	63	67																								
■ 2012	73	74.5	63																								

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
Academic Growth Gaps	<p style="text-align: center;">MGP for FRL Subgroup</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="2">Math</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> <tr> <th></th> <th>Non-FRL Reference Group</th> <th>FRL Focus Group</th> <th>Non-FRL Reference Group</th> <th>FRL Focus Group</th> <th>Non-FRL Reference Group</th> <th>FRL Focus Group</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>68</td> <td>67</td> <td>77.5</td> <td>63</td> <td>65.5</td> <td>68</td> </tr> <tr> <td>2011</td> <td>70</td> <td>67</td> <td>58.5</td> <td>58</td> <td>60.5</td> <td>64</td> </tr> <tr> <td>2012</td> <td>72</td> <td>61</td> <td>76.5</td> <td>72</td> <td>81.5</td> <td>73</td> </tr> </tbody> </table> <p>The MGP for the FRL Focus Group in Math decreased from 67 in 2010 and 2011 to 61 in 2012, but remained above district expectations.</p> <p>The MGP for the FRL Focus Group in Reading decreased from 63 in 2010 to 58 in 2011 followed by an increase to 72 in 2012 exceeding district expectations.</p> <p>The MGP for the FRL Focus Group in Writing decreased from 68 in 2010 to 64 in 2011 followed by an increase to 73 in 2012 exceeding district expectations.</p>		Math		Reading		Writing			Non-FRL Reference Group	FRL Focus Group	Non-FRL Reference Group	FRL Focus Group	Non-FRL Reference Group	FRL Focus Group	2010	68	67	77.5	63	65.5	68	2011	70	67	58.5	58	60.5	64	2012	72	61	76.5	72	81.5	73		
	Math		Reading		Writing																																	
	Non-FRL Reference Group	FRL Focus Group	Non-FRL Reference Group	FRL Focus Group	Non-FRL Reference Group	FRL Focus Group																																
2010	68	67	77.5	63	65.5	68																																
2011	70	67	58.5	58	60.5	64																																
2012	72	61	76.5	72	81.5	73																																

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
	<p style="text-align: center;">MGP for ELL Subgroup</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="2">Math</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> <tr> <th></th> <th>Non-ELL Reference Group</th> <th>ELL Focus Group</th> <th>Non-ELL Reference Group</th> <th>ELL Focus Group</th> <th>Non-ELL Reference Group</th> <th>ELL Focus Group</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>68.5</td> <td>58.5</td> <td>71</td> <td>64</td> <td>62</td> <td>71</td> </tr> <tr> <td>2011</td> <td>65.5</td> <td>74</td> <td>59.5</td> <td>46</td> <td>63</td> <td>64</td> </tr> <tr> <td>2012</td> <td>60.5</td> <td>66</td> <td>72</td> <td>73</td> <td>72</td> <td>79</td> </tr> </tbody> </table> <p>The MGP for the ELL Focus Group in Math increased from 58.5 in 2010 to 74 in 2011 followed by a decrease to 66 in 2012 remaining above district expectations and was also above the Non-ELL Reference Group (60.5).</p> <p>The MGP for the ELL Focus Group in Reading decreased from 64 in 2010 to 46 in 2011 followed by an increase to 73 in 2012 moving above district expectations and also above the Non-ELL Reference Group (72).</p> <p>The MGP for the ELL Focus Group in Writing decreased from 71 in 2010 to 64 in 2011 followed by an increase to 79 in 2012 exceeding both district expectations and the Non-ELL Reference Group (72).</p>		Math		Reading		Writing			Non-ELL Reference Group	ELL Focus Group	Non-ELL Reference Group	ELL Focus Group	Non-ELL Reference Group	ELL Focus Group	2010	68.5	58.5	71	64	62	71	2011	65.5	74	59.5	46	63	64	2012	60.5	66	72	73	72	79		
	Math		Reading		Writing																																	
	Non-ELL Reference Group	ELL Focus Group	Non-ELL Reference Group	ELL Focus Group	Non-ELL Reference Group	ELL Focus Group																																
2010	68.5	58.5	71	64	62	71																																
2011	65.5	74	59.5	46	63	64																																
2012	60.5	66	72	73	72	79																																

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
	<p style="text-align: center;">MGP for Minority Subgroup</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Non-Minority Reference Group</th> <th>Minority Focus Group</th> <th>Non-Minority Reference Group</th> <th>Minority Focus Group</th> <th>Non-Minority Reference Group</th> <th>Minority Focus Group</th> </tr> <tr> <th></th> <th colspan="2">Math</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> </thead> <tbody> <tr> <td>■ 2010</td> <td>77.5</td> <td>65</td> <td>84</td> <td>63</td> <td>74</td> <td>62</td> </tr> <tr> <td>■ 2011</td> <td>73</td> <td>66.5</td> <td>68</td> <td>53</td> <td>71</td> <td>62</td> </tr> <tr> <td>■ 2012</td> <td>76</td> <td>57</td> <td>72</td> <td>73</td> <td>78</td> <td>72</td> </tr> </tbody> </table> <p>The MGP for the Minority Focus Group in Math increased from 65 in 2010 to 66.5 in 2011 followed by a decrease to 57 in 2012 remaining above district expectations.</p> <p>The MGP for the Minority Focus Group in Reading decreased from 63 in 2010 to 53 in 2011 followed by an increase to 73 in 2012 which remained above district expectations and also above the Non-Minority Reference Group (72).</p> <p>The MGP for the Minority Focus Group in Writing increased from 62 in 2010 and 2011 to 72 in 2012 exceeding district expectations.</p>		Non-Minority Reference Group	Minority Focus Group	Non-Minority Reference Group	Minority Focus Group	Non-Minority Reference Group	Minority Focus Group		Math		Reading		Writing		■ 2010	77.5	65	84	63	74	62	■ 2011	73	66.5	68	53	71	62	■ 2012	76	57	72	73	78	72		
	Non-Minority Reference Group	Minority Focus Group	Non-Minority Reference Group	Minority Focus Group	Non-Minority Reference Group	Minority Focus Group																																
	Math		Reading		Writing																																	
■ 2010	77.5	65	84	63	74	62																																
■ 2011	73	66.5	68	53	71	62																																
■ 2012	76	57	72	73	78	72																																
Post Secondary & Workforce Readiness																																						

Data Narrative for School

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

Data Narrative for School

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

Located in the Virginia Vale neighborhood, McMeen Elementary is home to a highly diverse population. Approximately 38% of our students are Hispanic, 31% are Black (non-Hispanic), 21% are White and the remaining 10% are of various ethnic backgrounds. There are 26 native languages spoken by our school community. We are a TNLI model school. McMeen serves students in grades ECE-5th. Our student population is approximately 610 students for the 2012-2013 school year. We offer traditional programming with support in the forms of Intervention pull-out, GT, ESL pull-out and push-in, and Mild/Moderate services for the 5% of our learners with Special Education needs. Eighty percent of our student population lives in the school boundaries. The remaining 20% choice in to McMeen from around the greater Denver metro area. Ninety percent of our 2012-2013 enrollment qualifies for Free/Reduced lunch.

To ensure that our diverse student population knows one another, students are intermingled during Specials classes (Gym, Music, Art, and Library) and in before and after school programming (Lights on After School, Mustang Academy, etc.). We were awarded a Title 3 grant to support a Parent Resource Center which welcomes parents to check out materials and supplies that will enhance their child's academic achievement. The resource center, run by our Parent-Family Liaison, also provides resources for the parents themselves, including career searches and resume-building. This resource center has significantly increased our parent-volunteer hours. Additionally, our Parent-Family Liaison sends home weekly newsletters highlighting community events and resources, as well as hosting monthly parent coffee-talks. We have also implemented the Parent-Teacher Home Visit program. To date, many of our families have already welcomed teachers to their homes to discuss their hopes and dreams for their children. Our McMeen Multicultural Festival is the highlight of our parent engagement opportunities.

McMeen has had the great honor of being identified as a "Blue" Distinguished school by DPS for three consecutive years.

The school SLT and the UIP Development Team met this fall to begin data analysis, root cause analysis and action step planning. The entire staff met with our School Improvement Partner to review data and identify Priority Performance Challenge indicators. The UIP team completed the root cause identification and verification process and used a Thinking Map to identify areas of focus for the Major Improvement Strategy Action Steps. Together, the SLT analyzed and designed actions steps to meet each of the identified Major Improvement Strategy areas.

Current Performance:

The staff reviewed last year's targets. Our results are as follows:

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)	By the end of the 2011-2012 school year, 61% of the students will score proficient or advanced overall on the Reading TCAP test.	Target not met. Overall score 60%; 1% short of meeting target.	The 2011-2012 target for Reading was not met. Although all action steps were implemented with fidelity, we fell short of our target by 1%.
	Writing: By the end of the 2011-2012 school year, 54% of the students will score proficient or advanced overall on the Writing TCAP test.	Target not met. Overall score 50% 4% short of meeting target.	The 2011-2012 target for Writing was not met. Over the course of 3 years, we have averaged growth. However, we fell short of our goal by 4%. We believe that the continued focus on reducing the gap of ELLs and the majority group students utilizing the action steps will help us achieve our goal.

The staff also reviewed the school's CDE ratings and the DPS School Performance Framework. The ratings are as follow:

	STATUS	GROWTH	GROWTH GAPS	OVERALL
CDE	Approaching	Exceeds	Exceeds	
DPS	Exceeds	Exceeds		Distinguished

While exceeding the district's expectations, the area of focus identified by our school process is "Status" due to an "Approaching" rating from CDE.

Trend Analysis:

On September 27, 2012 the school staff met again with our School Improvement Partner to review the UIP, SPF and growth reports across content areas. Teachers reviewed data from the following areas:

- 1) TCAP data continuously enrolled
- 2) TCAP subgroup performance
- 3) Median Growth Percentile
- 4) SPF growth and status data

The following trends were noted:

Status

- Reading TCAP results have increased each year from 49% in 2009 to 60% in 2012. While meeting the district expectation of 50%, the results are 9% below state expectations.
- The trend for Writing performance has been moving in an upward direction from 38% in 2008 to 50% in 2012. The district expectation of 40% was met, and there is only a 2% difference from the state expectation.
- Performance on Math TCAP has remained relatively flat from 2009 to 2012 (60%, 59%, 58%, 59%). The district expectation of 50% was met, but performance in Math is 9% below the state expectation.
- After increasing from 18% in 2008 to 39% in 2010, performance on Science TCAP dropped to 24% in 2011 followed by an increase to 40% in 2012 which was above the district expectation of 30% and 5% below the state expectation.
- The performance of the ELL subgroup in Reading has been significantly below the non-ELL subgroup for 5 years with the 2012 data showing a 31% difference.
- The performance of the ELL subgroup in Writing has been below the non-ELL subgroup for 5 years with the 2012 data showing a 17% difference.
- The performance of the ELL subgroup in Math has been below the non-ELL subgroup for 5 years with the 2012 data showing a 13% difference.

Growth

- The MGP for reading decreased from 74 in 2009 to 58 in 2011 followed by an increase to 73 in 2012 exceeding both state and district expectations.
- The MGP for Writing decreased from 70.5 in 2009 to 63 in 2011 followed by an increase to 74.5 in 2012 exceeding both state and district expectations.
- The MGP for Math has been declining from 2009 (73, 67.5, 67, 63), but continues to meet both state and district expectations.

Growth Gaps

- The MGP for the FRL Focus Group in Math decreased from 67 in 2010 and 2011 to 61 in 2012, but remained above district expectations.
- The MGP for the FRL Focus Group in Reading decreased from 63 in 2010 to 58 in 2011 followed by an increase to 72 in 2012 exceeding district expectations.
- The MGP for the FRL Focus Group in Writing decreased from 68 in 2010 to 64 in 2011 followed by an increase to 73 in 2012 exceeding district expectations.
- The MGP for the ELL Focus Group in Math increased from 58.5 in 2010 to 74 in 2011 followed by a decrease to 66 in 2012 remaining above district expectations and was also above the Non-ELL Reference Group (60.5).
- The MGP for the ELL Focus Group in Reading decreased from 64 in 2010 to 46 in 2011 followed by an increase to 73 in 2012 moving above district expectations and also above the Non-ELL Reference Group (72).
- The MGP for the ELL Focus Group in Writing decreased from 71 in 2010 to 64 in 2011 followed by an increase to 79 in 2012 exceeding both district expectations and the Non-ELL Reference Group (72).
- The MGP for the Minority Focus Group in Math increased from 65 in 2010 to 66.5 in 2011 followed by a decrease to 57 in 2012 remaining above district expectations.
- The MGP for the Minority Focus Group in Reading decreased from 63 in 2010 to 53 in 2011 followed by an increase to 73 in 2012 which remained above district expectations and also above the Non-Minority Reference Group (72).
- The MGP for the Minority Focus Group in Writing increased from 62 in 2010 and 2011 to 72 in 2012 exceeding district expectations.

Priority Performance Challenges:

After a further review of the trend statements, we were able to identify our ELL subgroup as our priority performance challenge.

- The performance of the ELL subgroup has remained below the non-ELL subgroup for 5 years with the current data showing a 31% difference in Reading and a 17% difference in Writing.

Root Cause Analysis:

Our UIP team met on 9/21. After reviewing the Priority Performance Challenge, the team generated all possible explanations for why there is a difference between the performance of ELLs and non-ELLs. The team agreed upon the following root cause:

- We do not have vertical consistency with the instructional materials that are being used for Reading and Writing instruction in order to specifically support English Language Learners.

The root cause was verified through an SLT conversation in which members discussed the root cause and brought it back to their grade level teams for agreement.

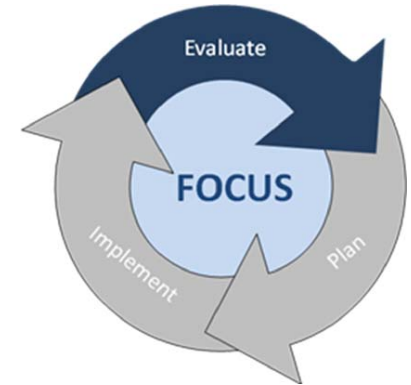
Section IV: Action Plan(s)

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	The performance of the ELL subgroup has remained below the non-ELL subgroup for 5 years with the current data showing a 31% difference in Reading.	The percentage of students scoring Proficient/Advanced will increase from 60% to 66%. The percentage of ELLs scoring Proficient/Advanced will increase from 35% to 41%.	The percentage of students scoring Proficient/Advanced will increase from 66% to 72%. The percentage of ELLs scoring Proficient/Advanced will increase from 41% to 47%.	The percentage of students scoring At/Above Benchmark on STAR Reading will increase from 58% to 64% by the end of the school year. The percentage of ELL students scoring At/Above Benchmark on STAR Reading will increase from 49% to 55% by the end of the school year.	Through rigorous reading instruction, all students will develop critical thinking skills, academic language, have ownership of their learning and be provided differentiated learning opportunities.
		M					
		W	The performance of the ELL subgroup has remained below the non-ELL subgroup for 5 years with the current data showing a 17% difference in Writing.	The percentage of students scoring Proficient/Advanced will increase from 50% to 56%. The percentage of ELLs scoring Proficient/Advanced will increase from 31% to 37%.	The percentage of students scoring Proficient/Advanced will increase from 56% to 59%. The percentage of ELLs scoring Proficient/Advanced will increase from 37% to 43%.	<i>The percentage of students scoring Proficient and Advanced on the DPS Math Interim will increase from 58% to 64% by the end of the school year.</i> <i>The percentage of ELL students scoring Proficient and Advanced on the DPS Writing Interim will increase from 48% to 54% by the end of the school year.</i>	Through rigorous writing instruction, all students will develop critical thinking skills, academic language, have ownership of their learning and be provided differentiated learning opportunities.
		S					
Academic Growth	Median Student Growth	R					
		M					

	Percentile (TCAP/CSAP & CELApro)	W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

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

Priority Performance Challenge: The performance of the ELL subgroup has remained below the non-ELL subgroup for 5 years with the current data showing a 31% difference in Reading and a 17% difference in Writing.

Root Cause(s) Addressed: We do not have vertical consistency with the instructional materials that are being used for Reading and Writing instruction in order to specifically support English Language Learners.

Major Improvement Strategy #1: Through rigorous reading instruction, all students will develop critical thinking skills, academic language, have ownership of their learning and be provided differentiated learning opportunities.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Thinking Maps and Accountable Talk are school-wide approaches we will use to support organization , oral language and academic growth.	2012-2014 Sept-June 2012-2013 Will be reassessed for 2013-2014 school year	Teachers	Thinking Maps and Accountable Talk Anchor Charts	Teachers will post completed Thinking Maps with the correlating CCSS and WIDA Standards; Accountable Talk anchor charts are posted and referred to in all classrooms.	In progress

Differentiation: Fluid guided reading groups will be implemented school-wide within the reading block and differentiated to meet the needs of our ELL students.	2012-2014 Daily	Teachers	LLI, ILE, Voyager, District Literacy Guide, Benchmark Books,	Intervention, Differentiation Block	In progress
Differentiation: We will write specific targeted stretch goals to address needs of our ELL students and progress monitor to adjust instruction.	2012-2014 Every 8 weeks	Teachers, Interventionist, ESL, M/M	School-wide data wall	8-week cycle of extended data team meetings with documented evidence of student progress.	Not begun
Critical Thinking: Students will demonstrate progress using AR vocabulary quizzes to increase knowledge and to strengthen their ability to comprehend based on context clues.	2012-2014 Weekly	Classroom Teachers	AR Books AR online assessments	Students will track and SLT will review AR progress in their Student Data Notebooks.	In progress
Academic Language: We will continue to support staff effectively use student-friendly Content Language Objectives based on the CCSS and the WIDA standards	2012-2014 PD offered a minimum of six times per school year. Additional PD opportunities will be provided as requested by staff.	SLT, Teacher Leaders, Facilitator	CLO PD sessions, TL Academy Turnkeys, CCSS, WIDA standards	Professional Development 5-week cycle followed by evidence of CLOs in classrooms	In progress
Ownership of learning: Student data notebooks are developed based on grade level expectations and utilized by our ELL students to set goals, self-monitor academic growth and communicate progress to others.	2012-2014 Weekly use by all students.	Teachers, Students	Student Data Notebooks	SLT reviews evidence that students collect data and use data to chart their own progress	In progress

Priority Performance Challenge: The performance of the ELL subgroup has remained below the non-ELL subgroup for 5 years with the current data showing a 31% difference in Reading and a 17% difference in Writing.

Root Cause(s) Addressed: We do not have vertical consistency with the instructional materials that are being used for Reading and Writing instruction in order to specifically support English Language Learners.

Major Improvement Strategy #2: Through rigorous writing instruction, all students will develop critical thinking skills, academic language, have ownership of their learning and be provided differentiated learning opportunities.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Thinking Maps and Accountable Talk are school-wide approaches used to support organization , oral language and writing	2012-2014 Sept-June 2012-2013 Will be reassessed for 2013-2014 school year	Teachers	Thinking Maps and Accountable Talk Anchor Charts	Teachers will post completed Thinking Maps with the correlating CCSS and WIDA Standards; Accountable Talk anchor charts are posted and referred to in all classrooms.	In progress
Critical Thinking: Students will write to an expository prompt based on using a school-wide rubric developed from the CCSS and WIDA standards	2012-2014 Monthly 2012-2013 school year	Teachers	Rubric, Standards	Monthly implementation with review and vertical conversation based on student writing.	In progress

Critical Thinking: Anchor papers will be displayed in classrooms to model writing expectations and to support student writing across the curriculum based on the CCSS and WIDA .	2012-2014 Ongoing	Teachers	Anchor Papers	Evidence of student writing aligned with CCSS	In progress
Academic Language: We will continue to professionally develop staff and implement the writing of student-friendly Content Language Objectives based on the CCSS and the WIDA standards	2012-2014 PD offered a minimum of six times per school year. Additional PD opportunities will be provided as requested by staff.	SLT, Teacher Leaders, Facilitator	CLO PD sessions, TL Academy turnkeys, CCSS, WIDA Standards	Professional Development session as part of 5-week cycle.	In progress
Ownership of learning: Student data notebooks are developed based on grade level expectations and utilized by our ELL students to set writing goals, self-monitor academic growth and communicate progress to others.	2012-2014 Weekly	Teachers, students	Student Data Notebooks	Evidence of monthly student writing conferences	In progress
Differentiation: Teachers will conference with ELL students either 1:1 or in small groups to support writing instruction.	2012-2014 bi-monthly or as needed	Teachers	Student writing pieces; conferencing forms	Evidence of weekly student writing conferences	In progress

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

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)	CSC meetings, Monthly parent coffee-talks (See Data Narrative pages 12-15.)
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 Data Narrative pages 12-15 and Action Plan pages 19-22.)
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)	<i>See pages 19 and 21 for major improvement strategies</i>
All core content teachers are highly qualified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	Personal Committee screening and interviewing

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)	(See Data Narrative pages 12-15 and Action Plan pages 19-22.)
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	95% of our ECC students remain at McMeen for Kindergarten
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)	SLT and CSC reviews
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	Title I funds are used to implement the Action Steps found on pages 19-22.

McMeen Elementary School Parent/Staff Compact

The McMeen Staff will encourage and motivate all students to achieve their full potential by doing the following . . .

1. Set high expectations for each student
2. Teach to the various learning styles of students
3. Get to know the students personally
4. Communicate frequently with students and parent
5. Be a positive role model
6. Ensure and maintain a positive and safe school environment
7. Use high quality programs that will increase the academic achievement of all students.

I will be involved with my child's education at school and home by doing the following . . .

1. Come to parent meetings, Back to School night, Parent/Teacher Conferences and other school functions
2. Make sure my child attends school on time everyday
3. Hold my child to high expectations in both behavior and academics
4. Discuss the McMeen Student Responsibilities with my child
5. Communicate often with my child's teacher
6. I will inform the school/teacher of any personal changes, phone number, address or living situations
7. Be a positive role model.

Teacher Signature _____

Parent Signature _____

Principal Signature _____

Student Signature _____