cde

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 3/2/2012 for 2012-2013

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6002 School Name: MONTCLAIR 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%	-	-	64.15%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	57.55%	-	-	
		W	53.52%	-	-	53.77%	-	-	
		S	47.53%	-	-	39.19%	-	-	
			Median Adequate SGP			Median SGP			
			Elem	MS	HS	Elem	MS	HS	
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.	R	36	-	-	68	-	-	Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	56	-	-	57	-	-	
		W	49	-	-	66	-	-	
		ELP	45	-	-	43	-	-	

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: Meets * 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	-	-	-	

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.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

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Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

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

X State Accountability ☐ Title IA (Targeted Assistance or Schoolwide) ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG)

☐ Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant ☐ Other: _____

	School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Donna Neill, Principal
	Email	Donna_neill@dpsk12.org
	Phone	720.424.5380
	Mailing Address	1151 Newport Street, Denver, CO 80220
2	Name and Title	Emily Zabroski, Assistant Principal
	Email	Emily_zabroski@dpsk12.org
	Phone	720.424.5380
	Mailing Address	1151 Newport Street, Denver, CO 80220

Section III: Narrative on Data Analysis and Root Cause Identification

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

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading TCAP scores for 3rd-5th combined will increase by 5% to 68% of students reading at or above grade level. Writing TCAP scores for 3rd-5th combined will increase by 6% to 53% of students writing at or above grade level.	Target was 68%, actual was 64%; target was not met; 4% away from target. Target was 53%, actual was 53%, target was met.	Reading – More students than anticipated began the school year significantly below grade level. Although growth exceeded expectations (68 MGP), the achievement level we set was not reached. Writing – Through the PLC process teachers focused on the standards, looked at data, set smart goals and monitored progress resulting in attaining the target. MGP in writing was 66. Math – The Everyday Math curriculum used does not align with the state assessment. Although time was spent looking at how our curriculum compared to the standards, clearly more work is needed. The MGP in math was 56.5, which does
	Math TCAP scores for 3rd-5th combined will increase by 6% to 63% of students at or above grade level. Science TCAP scores for 5th grade will increase by 6% to 50% of students at or above grade level.	Target was 63%, actual was 57%, target was not met; 6% away from target. Target was 50%, actual was 39%, target was not met; 11% away from target.	

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 Growth	Reading – 65 or higher MGP Writing – 65 or higher MGP	Reading – target was 65 or higher, actual was 68, target met Writing – target was 65 or higher, actual was 66, target met	exceed the district. This will be an area of focus. Science – The reading challenges faced by this group of 5th graders made accessing the science curriculum more difficult. While scaffolding and experiential opportunities were provided, the target was not met. In regard to gaps, we should have set our targets to reflect closing the gaps rather than hitting specific MGPs. The differences between all the groups did decrease from the previous year for all except ELL students in Reading.
	Reading – MGP 65 or higher Math – MGP 65 or higher Writing – MGP 65 or higher	Reading – MGP was 68, target met +3 Math – MGP was 57, target was not met, -5 Writing – MGP was 66, target was met, +1	
Academic Growth Gaps	In reading the MGPs for all disaggregated groups will remain at or above 62. In math the MGPs for all disaggregated groups will improve to at least 50.	In reading, the MGPs dropped slightly to 58 (Min),59 (FRL), and 56 (ELL), the target was not met. However, in all cases except ELL the gap decreased. In math, the MGPs rose to 54 (Min), 52 (FRL), and 46(ELL), so we exceeded the target in 2 out of 3. In all cases the gap decreased.	
	In writing the MGPs for all disaggregated groups will remain at or above 55.	In writing, the MGPs all rose to 63 (Min), 63 (FRL), and 65 (ELL); we exceeded the target by 8 to 10 with all subgroups. In all cases the gaps decreased.	
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.

<table>
<tr><th>Performance Indicators</th><th>Description of Notable Trends
(3 years of past state and local data)</th><th>Priority Performance Challenges</th><th>Root Causes</th></tr>
<tr>
<td>Academic Achievement (Status)</td>
<td>Data shows the percentage of students performing at or above proficiency on TCAP has increased steadily in Reading and Writing. The growth has been slower in Math and last year we saw a decrease in Science (only 5th grade is assessed in science).
<table>
<tr><th></th><th>2010</th><th>2011</th><th>2012</th></tr>
<tr><td>Reading</td><td>52%</td><td>63%</td><td>64%</td></tr>
<tr><td>Math</td><td>54%</td><td>57%</td><td>57%</td></tr>
<tr><td>Writing</td><td>42%</td><td>47%</td><td>53%</td></tr>
<tr><td>Science</td><td>31%</td><td>44%</td><td>39%</td></tr>
</table>
The average gain in percentage, during the 3 year span, for reading is 6%, Math 1.5%, Writing 5.5%, and Science 4%.</td>
<td>Over a three-year period of time, achievement growth in Math has been slow or flat with 43% of our students still not proficient.</td>
<td>

Teachers are not proficient at using assessment data to inform instruction.
Everyday Math is a language intensive program requiring strong English literacy. Instruction focused on developing math vocabulary and flexibility (i.e. combine, the sum of, add together all mean basically the same thing) needs to be explicitly taught. (academic language)
Teachers need support in creating effective progress monitoring measures.
Teachers need support in differentiating instruction with Everyday Math.
Students have not been provided with experiences/support to develop the strategies required to answer story problems.
Students are not being provided with experiences/support to be able to adequately answer questions requiring a written explanation of thinking.
Students are not being provided with experiences/support opportunities to be able to be able to correctly complete problems with multiple

</td>
</tr>
</table>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			step directions. • Students are not being provided with experiences/support opportunities to be successful in creating visual representations of data and extracting information from visual data sources. • Students are not being provided with enough practice and support opportunities to develop automaticity with basic math computational skills (memorizing addition, subtraction, multiplication facts). • Math instruction is not being closely monitored.
Academic Growth	The data in Section 1 indicates we meet expectations in Academic Growth. SPF results also show we meet expectations in Academic Growth. A look at SPF detail reveals growth meets or exceeds expectations in all areas except math catch-up growth, math continuously enrolled growth and growth among the subgroups of ELL, FRL, and minority. Over the past three years, the Median SGP in reading has moved from 56 to 67 to 68; in math from 59 to 52 to 57; in writing from 55 to 64 to 66. This is the first year that a SGP has been provided for ELP.	Reading achievement has slowed from 6% to 11% to 1% during the past three years and reading growth has also slowed from MGPs of 56 to 67 to 68. Subgroup growth in reading has been inconsistent and growth gaps, while decreasing between 2011 and 2012 are currently larger than they were in 2010.	• Teachers are not proficient at using assessment data to inform instruction. • Lack of differentiated guided reading groups. • Reading instruction not closely monitored. • Skills block instruction was not clearly defined in 2010-2011, more clarity provided in 2011-2012, more work needed. • Lack of targeted instruction based on core phonics survey data. • Reading instruction does not always incorporate research based best practices. • Lack of strategies for significantly above and significantly below grade level students.

<table>
<tr><th>Performance Indicators</th><th>Description of Notable Trends
(3 years of past state and local data)</th><th>Priority Performance Challenges</th><th>Root Causes</th></tr>
<tr>
<td>Academic Growth Gaps</td>
<td>The chart below shows our progress in closing the growth gaps which exist for our high risk populations. While the overall performance gaps are still considered large, last year we made progress is closing the growth gaps in all areas except ELL students in reading.

Subgroup Growth Gaps
<table>
<tr><th></th><th>2010 Gap</th><th>2011 Gap</th><th>Gap Change</th><th>2012 Gap</th><th>Gap Change</th></tr>
<tr><td>ELL Reading</td><td>-16.5</td><td>-3</td><td>+13.5</td><td>13.5</td><td>+16.5</td></tr>
<tr><td>ELL Math</td><td>1.5</td><td>21.5</td><td>+20.5</td><td>16</td><td>-5.5</td></tr>
<tr><td>ELL Writing</td><td>22</td><td>17.5</td><td>-4.5</td><td>2</td><td>-15.5</td></tr>
<tr><td>FRL Reading</td><td>7.5</td><td>15.5</td><td>+8</td><td>11</td><td>-4.5</td></tr>
<tr><td>FRL Math</td><td>5.5</td><td>20.5</td><td>+15</td><td>13</td><td>-7.5</td></tr>
<tr><td>FRL Writing</td><td>11.5</td><td>11</td><td>-.5</td><td>4</td><td>-7</td></tr>
<tr><td>Minority Reading</td><td>6.5</td><td>20.5</td><td>+14</td><td>15</td><td>-5.5</td></tr>
<tr><td>Minority Math</td><td>5</td><td>14.5</td><td>+9.5</td><td>11</td><td>-3.5</td></tr>
<tr><td>Minority Writing</td><td>19</td><td>31</td><td>+12</td><td>7</td><td>-24</td></tr>
</table>
</td>
<td>For the past three years, English language learners (making up 25% of the student population) have had a decrease in reading growth and an increase in the reading growth gap. While ELL reading MGP exceeds the minimum expectation, it is still a declining trend.</td>
<td>

Teachers are not proficient at using assessment data, including CELA, to inform instruction.
Limited knowledge and use of effective ELL strategies.
Limited knowledge of the language acquisition process and WIDA standards.
Content language objectives are not consistently created and used to drive lessons.
Inconsistent use of effective strategies to promote academic language and learning (accountable talk, chants, songs, visuals, relia, etc.)
Limited opportunities for interactions among students during lessons.

</td>
</tr>
</table>

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

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

Narrative:

Description of School Setting and Process for Data Analysis

Montclair School of Academics and Enrichment is located in northeast Denver is a residential neighborhood situated between Colfax, Monaco and Quebec. Montclair opened its door in 1943. It is currently home to 485 students in ECE through 5th grade. Students represent a variety of cultural and ethnic backgrounds; 26% Hispanic/Latino, .6% American Indian or Alaska Native, 1% Asian, 30% Black or African American, .6% Native Hawaiian or Other Pacific Islander, 36% White, 6% two or more races. Approximately 61% of our students are on Free or Reduced Lunch. The 2012 CELA results show 17 different home languages are spoken by the families of Montclair students with 25% of our students classified as English Language Learners. Six percent of our students have IEPs and 2.5% are considered gifted or talented.

There are three classrooms at each grade level, with the exception of ECE, 1 classroom, and first grade which has 4 classrooms. Prior to the 2012-2013 school year, Montclair utilized a structure of Early High Strides and Progressive classrooms, separating students performing at or above grade level in reading from students needing more support. This model has now been restructured so every classroom is utilizing the Early High Strides program with a cluster of progressive students within each class. We have hired a Literacy Interventionist and an additional ELA paraprofessional to help assist teachers in meeting the needs of students. Additionally, our Special Education teachers are providing both push-in and pull-out services to students. We also have a full-time Academic Specialist who provides coaching and resource support to all teachers.

Meetings were held with the School Leadership Team (SLT), comprised of the administrators and teacher leaders, to look at school data to uncover trends and the instructional implications of those trends. The Administrative Team met to work on the UIP during portions of four and a half days. They compiled the data and began filling in the UIP form so the SLT would be able to focus on target setting and action planning. The SLT provided input into the priorities, root causes, improvement strategies and action planning. Once the trend analysis was completed, team members identified notable trends related to the performance indicators where we did not meet expectations. We considered the magnitude of impact on the overall school, for example, the focus on reading will also improve science performance since science is heavy in vocabulary and comprehension. We then applied the REAL criteria to make final decisions. At the first School Advisory Committee (SAC) meeting of the year on October 1, 2012, the UIP was discussed. The draft UIP will be reviewed, with input gathered, at the next SAC meeting on November 5, 2012. When the plan is complete, it will be presented to the entire faculty as well as the SAC.

Review Current Performance

For the past four years, Montclair has received a "Meets Expectations" rating on the SPF. A review of the detailed SPF report shows the following indicators are "approaching": Catch Up Growth-

Math, Continuously Enrolled Growth-Math, ELL Subgroup Growth, FRL Subgroup Growth, CELA Growth, FRL Subgroup Status, Minority Subgroup Status, Re-enrollment rate, Enrolled Entire Year Similar Schools. The following indicators are rated as "does not meet": ELL Subgroup Growth Comparison, FRL Subgroup Growth Comparison, Minority Subgroup Growth Comparison, ELL Subgroup Status, Students with Disabilities Subgroup Status Comparison. It is significant to note, 5 of our indicators are blue (exceeds) and 23 are green (meets) meaning we meet or exceed expectations in 65% of the categories.

The overall magnitude of our performance indicates a need to close the achievement and growth gaps between our ELL and non-ELL students, FRL and non-FRL students, and minority students and non-minority students. Further, math achievement and growth are not keeping pace with other content areas. Finally, the growth of our ELL students in Reading is an area of concern. When analyzing the data in the SPF areas in which we were "approaching" or "does not meet", it appeared many of the same students fell in multiple categories. To confirm, the student detail was printed for each of the areas of concern. It was determined the students not meeting the criteria, when unduplicated, represents 17.7% of the total students enrolled at Montclair. Clearly, a focus on the needs of these students will have a tremendous impact across content areas as well as subgroup achievement and growth.

Our overall growth in reading and writing meets or exceeds expectations. Math growth overall meets expectations, however, catch-up math growth and the growth of continuously enrolled students in math is approaching expectations. In regard to achievement, we meet expectations in Reading, Math, and Writing and exceed expectations in science.

With regard to subgroups, there are performance challenges across all groups in all content areas. While we made strides in closing the gaps between each subgroup and the non-subgroup students in all areas, except ELL students in reading, there is still work to be done. The largest challenges are in regard to our students with disabilities and our ELL students. The subgroup gaps in writing saw the most closure – 15.5 (ELL), 7 (FRL) and 24 (minority). Again, with regard to subgroups, it is important to remember the high degree of overlap (i.e. students who are ELL, minority and FRL) make it important to look at individual students since the impact of one student on several categories is significant.

When considering performance targets set in the 2011-2012 UIP, the results show we met our academic achievement targets for writing, but missed the targets in reading (4% off), math (6% off) and science (11% off). We set lofty targets and may have not fully considered the impact of the groups entering and leaving TCAP assessed grade levels. With regard to growth targets, we exceeded our targets in reading growth and writing growth, but missed the math growth target by 5%. Finally when considering growth gaps targets, we hit the targets in math and writing, but did not in reading. The increased gap in reading achievement for our ELL students resulted in missing the reading growth gaps target.

Trend Analysis

Academic Achievement

The percent of students who scored proficient or advanced on reading TCAP/CSAP has increased from 52% to 63% to 64% between 2010 and 2012, but is below the state expectation of 71.65%.

The reading proficiency trend for ELL students has also increased from 22% to 29% to 39% during this same time period. The reading proficiency trend for FRL students also increased from 37% to 44% to 49%. The reading proficiency trend for minority students rose from 49% in 2011 to 52% in 2012. (Reading data disaggregated for minorities is not available for 2010). The reading proficiency trend for SPED students has steadily increased between 2010 and 2012 from 5% to 7% to 17%. Overall the reading proficiency trend is increasing. Between 2009 and 2011, each year we exceeded the proficiency growth of both the district and state. In 2012 our proficiency growth rate matched the state, but was 2% below the district.

The percent of students who scored proficient or advanced on math TCAP/CASP has increased from 34% to 51% to 54% to 57% between 2008 and 2011 and remained stable at 57% in 2012. These achievement rates are below the state expectation of 70.89%. The math proficiency trend for ELL students increased between 2008 and 2010 from 15% to 33% to 37%, but then decreased in 2011 to 28%. In 2012, it rose back up to 33%. The math proficiency trend for FRL students increased from 22% to 38% to 44% between 2008 and 2010, but has since decreased to 40% in 2011 and 39% in 2012. The math proficiency trend for minority students decreased slightly from 43% to 42% between 2011 and 2012. (Math data disaggregated for minorities is not available for 2010). The math proficiency trend for SPED students has steadily increased between 2010 and 2012 from 5% to 7% to 11%. The trend of slightly decreasing or remaining flat for all subgroups, except

SPED, and the entire student population is notable in that it underlines an area of concern with math instruction. Between 2009 and 2012 we have exceeded the district proficiency and in 2011 and 2012 we have exceeded the state proficiency. While it appears we are outpacing the district and state, we are not content with our own lack of progress with math proficiency.

The percent of students who scored proficient or advanced on writing TCAP/CSAP has consistently increased between 2008 and 2012, from 21% to 33% to 42% to 47% to 53%. This positive change has outpaced the district growth to the point where we began exceeding the district proficiency level in 2011. However, while our growth has exceeded the district since 2008, we have not yet matched the state proficiency level. As of 2012 we are 1% behind. We have slightly exceeded the state expectation for writing proficiency. The writing proficiency trend for ELL students bounced around between 2008 and 2011 (8% to 5% to 13% to 12%), however it doubled from 12% to 24% between 2011 and 2012. The writing proficiency trend for FRL students has increased steadily between 2008 and 2012 from 14% to 21% to 28% to 30% to 35%. The writing proficiency for minority students has increased from 34% to 39% between 2011 and 2012. (Writing data disaggregated for minorities for 2010 is not available.) The writing proficiency trend for SPED students has fluctuated between 2010 and 2012 from 5% to 0% to 11%.The overall increasing trend in writing proficiency is a strong point for Montclair.

The percent of students who scored proficient or advanced on science TCAP/CSAP increased consistently between 2008 and 2011 from 17% to 22% to 31% to 44%. Then in 2012 the proficiency percentage decreased slightly to 39%. Because the science assessment is only given to 5th grade students, the proficiency rate is more volatile and closely tied to the reading proficiency of the group of students. Our growth rate during the span from 2008 to 2011, more than doubled both the state and district growth rates. Since 2010 we have exceeded the district proficiency levels, but lag slightly behind the state proficiency levels. The science proficiency trend for ELL students is alarming. It was at 0% in 2008, 2009 and 2010. In 2011 it increased to 8%, but then fell to 5% in 2012. The content language demands of science are challenging for ELL students. The science proficiency trend for FRL students rose from 9% to 24% between 2010 and 2011, but then remained stable at 24% in 2012. The science proficiency trend for minority students decreased from 29% in 2011 to 19% in 2012. While proficiency increased among black/African American students, it significantly decreased among Hispanic students. We have never had any SPED student score proficient on the TCAP/CSAP science assessment.

Academic Growth

The median growth percentile of all students in reading has increased from 56 to 67 to 68 from 2010 to 2012, exceeding the minimum expectation of 36 and exceeding the district trend over the same time period. The MGP of ELL in reading has decreased from 72 to 70 to 56 from 2010 to 2012, exceeding the minimum expectation of 36 and exceeding the district trend, but revealing a negative trend. The MGP of FRL students in reading has fluctuated from 54 to 65 to 59 between 2010 and 2012, exceeding the minimum expectation of 36 and exceeding the district trend each year except 2010 (1 below the district). The MGP of minority students in reading has also fluctuated from 55 to 59 to 58 between 2010 and 2012, exceeding the minimum expectation of 36 and exceeding the district trend during this same time period.

The median growth percentile of all students in writing has increased from 55 to 64 to 66 from 2010 to 2012, exceeding the minimum expectation of 49 and exceeding the district trend over the same time period. The MGP of ELL students in writing has increased from 37 to 51 to 65 from 2010 to 2012, exceeding the minimum expectation of 49 and exceeding the district trend in 2012. The MGP of FRL students in writing has increased from 48 to 59 to 63 from 2010 to 2012, exceeding the minimum expectation of 49 and exceeding the district trend in 2011 and 2012. The MGP of minority students in writing has increased from 48 to 51 to 63 from 2010 to 2012, exceeding the minimum expectation of 49 and exceeding the district trend in 2012.

The median growth percentile of all students in math has fluctuated from 59 to 52 to 57 from 2010 to 2012, exceeding the minimum expectation of 56 and exceeding the district in 2010 and 2012. The MGP of ELL students in math has fluctuated but with a decreasing trend from 59 to 34 to 46; in 2011 and 2012, we did not meet the minimum expectation of 56 and we also have not met the district MGP during the past two years. The MGP of FRL students in math has fluctuated with a decreasing trend from 59 to 43 to 52; in 2011 and 2012 we did not meet the minimum expectation of 56 and we also did not met the district MGP in 2011 and 2012. The MGP of minority students in math has fluctuated with a decreasing trend from 59 to 49 to 54; not meeting the minimum expectation of 56 for the past two years, but exceeding or matching the district MGP except in 2011. The lack of math growth among disaggregated groups, along with slower overall growth, reveals an area of priority focus.

Academic Growth Gaps

The subgroup growth gaps between 2011 and 2012 all decreased with the exception of ELL students in reading. Between 2010 and 2011 the growth gaps fluctuated based on content and subgroup, but overall increased.

In reading, the growth gap change for ELL students went from -16.5 to -3 to 13.5 between 2010 and 2012, which represents an overall increase of the growth gap size of 30. In reading, the growth gap change for FRL students went from 7.5 to 15.5 to 11 between 2010 and 2012, which represents an overall increase of 3.5 in the gap size. In reading, the growth gap change for minority students went from 6.5 to 20.5 to 15, which represents an overall increase of 8.5 in gap size. While we are pleased with the gap reduction between 2011 and 2012, overall we are not making sufficient progress in closing growth gaps in reading.

In math, the growth gap change for ELL students went from 1.5 to 21.5 to 16 between 2010 and 2012, which represents an overall increase of 14.5 in the growth gap size. In math, the growth gap change for FRL students went from 5.5 to 20.5 to 13, which represents an overall increase of 7.5 in the growth gap size. In math, the growth gap change for minority students went from 5 to 14.5 to 11, which represents an overall increase of 6 in the gap size. While we are pleased with the gap reduction with all subgroups between 2011 and 2012, overall we are not making sufficient progress in closing growth gaps in math.

In writing, the growth gap change for ELL students went from 22 to 17.5 to 2, which represents an overall decrease of 20 in the growth gap size. In writing, the growth gap change for FRL students went from 11.5 to 11 to 4, which represents an overall decrease of 7.5 in the growth gap size. In writing, the growth gap change for minority students went from 19 to 31 to 7. While this does show fluctuation, it represents an overall decrease of 12 in the growth gap size. We are very pleased we have managed to close the writing growth gaps with our subgroups to single digits (2, 4, and 7).

Priority Performance Challenges

- For the past three years, English language learners (making up 25% of the student population) have had a decrease in reading growth and an increase in the reading growth gap. While ELL reading MGP exceeds the minimum expectation, it is still a declining trend.
- Math achievement has been slow to flat during the past three years (54% - 57% - 57%), growth has decreased and then increased but not back up to levels of 2010, and growth gaps among all subgroups have increased and then decreased but not back down to the levels in 2010.
- Reading achievement has slowed from 6% to 11% to 1% during the past three years and reading growth has also slowed from MGPs of 56 to 67 to 68. Subgroup growth in reading has been inconsistent and growth gaps, while decreasing between 2011 and 2012 are currently larger than they were in 2010.

Root Cause Analysis

Math achievement has been slow to flat during the past three years (54% - 57% - 57%), growth has decreased and then increased but not back up to levels of 2010, and growth gaps among all subgroups have increased and then decreased but not back down to the levels in 2010.

- Teachers are not proficient at using assessment data to inform instruction.
- Everyday Math is a language intensive program requiring strong English literacy. Instruction focused on developing math vocabulary and flexibility (i.e. combine, the sum of, add together all mean basically the same thing) needs to be explicitly taught. (academic language)
- Teachers need support in creating effective progress monitoring measures.

- Teachers need support in differentiating instruction with Everyday Math.
- Students have not been provided with experiences/support to develop the strategies required to answer story problems.
- Students are not being provided with experiences/support to be able to adequately answer questions requiring a written explanation of thinking.
- Students are not being provided with experiences/support opportunities to be able to be able to correctly complete problems with multiple step directions.
- Students are not being provided with experiences/support opportunities to be successful in creating visual representations of data and extracting information from visual data sources.
- Students are not being provided with enough practice and support opportunities to develop automaticity with basic math computational skills (memorizing addition, subtraction, multiplication facts).
- Math instruction not being closely monitored.

Reading achievement has slowed from 6% to 11% to 1% during the past three years and reading growth has also slowed from MGPs of 56 to 67 to 68. Subgroup growth in reading has been inconsistent and growth gaps, while decreasing between 2011 and 2012 are currently larger than they were in 2010.

- Teachers are not proficient at using assessment data to inform instruction.
- Lack of differentiated guided reading groups.
- Reading instruction not closely monitored.
- Skills block instruction was not clearly defined in 2010-2011, more clarity provided in 2011-2012, more work needed.
- Lack of targeted instruction based on core phonics survey data.
- Reading instruction does not always incorporate research based best practices.
- Lack of strategies for significantly above and significantly below grade level students.

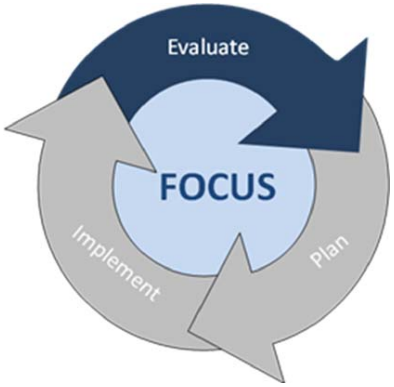
For the past three years, English language learners (making up 25% of the student population) have had a decrease in reading growth and an increase in the reading growth gap. While the MGPs of ELL students in reading exceed the minimum expectation, it is still a declining trend.

- Teachers are not proficient at using assessment data, including CELA, to inform instruction.
- Limited knowledge and use of effective ELL strategies.
- Limited knowledge of the language acquisition process and WIDA standards.
- Content language objectives are not consistently created and used to drive lessons.
- Inconsistent use of effective strategies to promote academic language and learning (accountable talk, chants, songs, visuals, relic, etc.)
- Limited opportunities for interactions among students during lessons.

Root causes were validated by administrative observation as documented in LEAP observations, through observation conferences with teachers, informal conversations with teachers and professional development records.

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 2012-13	Annual Performance Targets 2013-14	Interim Measures for 2012-13	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Reading achievement has slowed from 6% to 11% to 1% during the past three years and reading growth has also slowed from MGPs of 56 to 67 to 68. Subgroup growth in reading has been inconsistent and growth gaps, while decreasing between 2011 and 2012, are currently larger than they were in 2010.	Reading TCAP scores for 3rd-5th combined will increase by 2% to 66% reading at or above grade level.	Reading TCAP scores for 3rd-5th combined will increase by 2% to 68% of students at or above grade level.	Reading interim assessments administered in December and April with 66% of students proficient or above. STAR assessment three times a year in October, December, and April with 66% of students proficient or above. DRA2 assessments three times a year in September, January and May for students on ILPs (below grade level) with progress on track so students will grow one or more years.	Reading professional development through targeted book studies based on teacher need to include best practices in skills instruction, guided reading, and differentiated reading instruction. Administrators will perform frequent observations using the LEAP Framework for effective teaching during reading blocks with reflective conversation to follow. During data team meetings teachers and administrators will examine reading data to inform instruction. Teachers will participate in learning rotations at McMeen and Highline as well as inhouse to focus on reading best practices as related to the LEAP Framework for effective teaching.

		M	Math achievement has been slow to flat during the past three years (54% - 57% - 57%), growth has decreased and then increased but not back up to levels of 2010, and growth gaps among all subgroups have increased and then decreased but not back down to the levels in 2010.	Math TCAP scores for 3rd – 5th combined will increase by 3% to 60% of students at or above grade level in math.	Math TCAP scores for 3rd – 5th combined will increase by 3% to 63% of students at or above grade level in math.	Interim assessments administered three times a year in October, December and May with 60% of students proficient or above. Four math instructional task assessments following implementation (times vary with grade level). The scoring rubric will be used to evaluate progress on problem-solving with a target of 60% proficient.	Professional learning community sessions will purposefully focus on the instructional practices of developing math vocabulary, differentiating, story problems, written problem-solving explanations, multiple-step problems, using visual representations and computational fluency. Administrators will perform frequent observations using the LEAP Framework for effective teaching during reading blocks with reflective conversation to follow. During data team meetings teachers and administrators will examine reading data to inform instruction. GT/Enrichment Coordinator will work with teachers during PLC and data team meetings to provide differentiation strategies and extensions for above grade level students.

		W		Writing TCAP scores for 3rd – 5th combined will increase by 2% to 55% of students at or above grade level in writing.	Writing TCAP scores for 3rd – 5th combined will increase by 2% to 57% of students at or above grade level in writing.		
		S		Science TCAP scores for 5th grade will increase by 3% to 42% of students at or above grade level.	Science TCAP scores for 5th grade will increase by 3% to 45% of students at or above grade level.		
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R		The 2012-2013 MGP in reading will be 45 or higher.	The 2013-2014 MGP in reading will be 45 or higher.		
		M		The 2012-2013 MGP in math will be 56 or higher.	The 2013-2014 MGP in math will be 56 or higher.		
		W		The 2012-2013 MGP in writing will be 55 or higher.	The 2013-2014 MGP in writing will be 55 or higher.		
		ELP		The 2012-2013 MGP for ELP will be 45 or higher.	The 2013-2014 MGP for ELP will be 45 or higher.		
Academic Growth Gaps	Median Student Growth Percentile	R	For the past three years, English language learners (making up 25% of the student population) have had a decrease in reading growth and an increase in the reading growth gap. While the MGPs of ELL students in reading exceed the minimum expectation, it	The growth gap for ELL students in reading will decrease by 8 MGPs to a gap of 8.5.	The growth gap for ELL students in reading will decrease by 4 MGPs to a gap of 4.5.	Reading interim assessments administered in December and April with 50% of students proficient or above. STAR assessment three times a year in October, December, and April with 50% of students proficient or above.	Monthly training on ELA strategies will be provided to all teachers to begin on 10/10/12. Administrators will perform frequent observations using the LEAP Framework for effective teaching to monitor the use of ELL strategies,

			is still a declining trend.			DRA2 assessments three times a year in September, January and May for students on ILPs (below grade level) with progress on track so students will grow one or more years.	content language objectives, academic language and opportunities for student interaction, with reflective conversation to follow. The ELA-S resource teacher will work with teachers during PLC and data meetings on Thursday mornings to help them understand how to interpret CELA data and use it to inform instruction. During data team meetings teachers and administrators will examine reading data to inform instruction.
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

cde

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 3/2/2012 for 2012-2013

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Implement a consistent system for observing, discussing, and monitoring instructional best practices.

Root Cause(s) Addressed: Instruction not being closely monitored (focus on Math, Reading and ELA strategies). This strategy will also serve as a check that research-based best practices are being implemented.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
All administrators will perform weekly classroom walkthroughs with all teachers with feedback; each administrator will perform one partial LEAP observation with reflective feedback on each of their assigned teachers each trimester; each administrator will perform one full LEAP observation with a reflective feedback conversation on each of their assigned teachers each year. Peer Observers will perform a full LEAP observation with a reflective feedback conversation on each of their assigned teachers.	September 10 – April 17 of both years	Principal, Assistant Principal, Administrative Assistant, Peer Observers All instructional staff	Peer Observers – district paid	Bi-weekly meetings between administrators to review LEAP observation results and timeline adherence Reflective feedback conversations with teachers documented in Schoolnet	In progress In progress
Teachers will participate in learning rotations at McMeen, Highline, and in-house to focus on high-impact instructional moves as related to the LEAP Framework for Effective Teaching.	September – February of both years	All Instructional Staff Principal, Assistant Principal, Administrative Assistant	Cooperating principals	Reflective conversations with teachers after learning rotations	In progress

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

Major Improvement Strategy #2: Provide professional development to teachers to address effective instructional strategies for English Language Learners in all content areas.

Root Cause(s) Addressed: Limited knowledge and use of effective ELA strategies. Limited knowledge of the language acquisition process and WIDA standards. Content language objectives are not consistently created and used to drive lessons.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Monthly training sessions on the English language acquisition process, WIDA standards, ELA strategies, and content language objectives	10/10/12, 11/07/12, 12/12/12, 01/16/12, 02/13/12, 03/13/12, 04/10/12, 05/08/12 2013-14 dates TBD	District ELA consultant, ELA-S Resource Teacher, 3 classroom teachers who are ELA proficient	Support from district ELA consultant with training materials and topics	Exit slips from each training session will be reviewed (and used to inform next training steps) Use of content language objectives will be monitored during LEAP observations During bi-weekly observation meetings by administrators, implementation of ELA strategies will be discussed	In progress In progress In progress
The ELA-S resource teacher will work with teachers during weekly professional learning community and data meetings to help them understand how to interpret CELA data and use it to inform instruction	Weekly	ELA-S resource teacher	N/A	PLC Meeting minutes submitted weekly	In progress

Major Improvement Strategy #3: Implement a well-defined system of data team meetings to develop proficiency in using assessment data to inform instruction and professional development.

Root Cause(s) Addressed: Teachers are not proficient at using assessment data to inform instruction. Teachers need support in creating effective progress monitoring measures.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Teacher leaders and administrators to read *Driven By Data* by Paul Bambrick-Santoyo	Summer 2012	Teacher leaders and administrators	Title II funding to pay for books	N/A	Completed
Whole faculty training on the data team process and best practices	09/05/12, 09/06/12, 09/12/12, 09/13/12	All Instructional Staff led by School Leadership Team Administration	N/A	N/A	Completed
Data team meetings (grade level and administrators) scheduled throughout the year to look at interim and formative assessment data and develop action plans	September 2012 – May 2013; September 2013 – May 2014	All Instructional Staff School Leadership Team Administration	N/A	Notes and action plans from meetings	In progress
Administrators to read *Leverage Leadership* by Paul Bambrick-Santoyo to inform next steps in data team process	October – February 2013	Principal, Assistant Principal, Administrative Assistant	Title II funding to pay for books	Book study notes	In progress
Reading professional development through targeted book studies based on teacher need, as determined by data, to include best practices in skills instruction, guided reading, and differentiated reading instruction	October – May of both years	All Instructional Staff led by School Leadership Team Administration	Title II funding to purchase books	PLC team notes	In progress

Professional learning community sessions will purposely focus on the instructional practices related to math strands identified as areas of needs by the data to include vocabulary, differentiation, story problems, written problem-solving explanations, multiple-step problem solving, using visual representations and computational fluency	October – May of both years	Principal, Assistant Principal, Administrative Assistant, Teacher Leaders and Instructional Staff	N/A	PLC team notes	In progress
GT/Enrichment Coordinator will work with teachers during PLC and data team meetings to provide differentiation strategies and extensions for above grade level students.	October – May of both years	GT/Enrichment Coordinator	N/A	PLC team notes, data team minutes and action plans	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)