

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6088 School Name: MOORE K-8 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%	71.43%	-	66.17%	54.92%	-	Overall Rating for Academic Achievement: Approaching <small>* Consult your School Performance Framework for the ratings for each content area at each level.</small>
		M	70.89%	52.48%	-	59.26%	23.81%	-	
		W	53.52%	57.77%	-	45.93%	39.84%	-	
		S	47.53%	48%	-	26.92%	23.26%	-	
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: Meets <small>* Consult your School Performance Framework for the ratings for each content area at each level.</small>
			Elem	MS	HS	Elem	MS	HS	
		R	39	52	-	65	61	-	
		M	64	84	-	68	39	-	
		W	51	73	-	53	57	-	
ELP	48	53	-	42	50	-			

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

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

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school 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?	A to Z Grant – September 2012 Twenty-first Century Grant May 2010
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

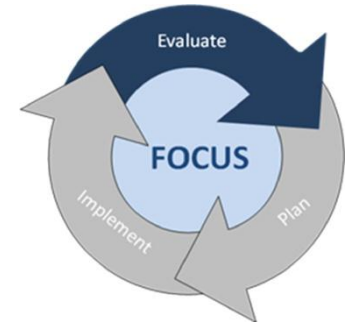
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Joan Wamsley, Principal
	Email	joan_wamsley@dpsk12.org
	Phone	720 424-5300
	Mailing Address	846 Corona Street Denver, CO 80128
2	Name and Title	Will Kocher, Assistant Principal
	Email	william_kocher@dpsk12.org
	Phone	720 424-5300
	Mailing Address	846 Corona Street Denver, CO 80128

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)	The percentage of our elementary students scoring proficient or higher on CSAP writing will be 46.	The percentage of our elementary students scoring proficient or higher on CSAP writing was 46. We met our target exactly.	We had professional development on writing, we collaborated around writing, data teams were around writing; writing to learn was included in all content areas. Middle schools writing instruction wasn't included in spring board – teachers have the need to infuse writing into the curriculum. Vertical teams played a role in conversations. Students in lower grades struggle in conventions. We formed a community with parents that supported our goals. Our ELA work supported the writing focus. Author celebrations brought parents in. Monthly assessments were around writing.
	The percentage of our middle school students scoring proficient or higher on CSAP writing will be 45.	The percentage of our middle school students scoring proficient or higher on CSAP writing was 39. We missed our target by 6 points.	
Academic Growth	The median growth percentile for our elementary students in writing will be 60.	The median growth percentile for our elementary students in writing was 68. We exceeded our target by 8 points.	
	The median growth percentile for our middle school students in writing will be 60.	The median growth percentile for our middle school students in writing was 38.5. We missed our target by 21.5 points.	
Academic Growth Gaps	The median growth percentile for our elementary English Language Learners in writing will be 60.	The median growth percentile for our elementary English Language Learners in writing was 69.5. We exceeded our target by 9.5 points.	
	The median growth percentile for our middle school English Language Learners in writing will be 60.	The median growth percentile for our middle school English Language Learners in writing was 58.5. We missed our target by 1.5 points.	
Post Secondary Readiness	N/A		

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
Academic Achievement (Status)	<p>Status - Overall</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>56</td> <td>52</td> <td>58</td> <td>55</td> <td>58</td> </tr> <tr> <td>Writing</td> <td>40</td> <td>31</td> <td>41</td> <td>41</td> <td>43</td> </tr> <tr> <td>Math</td> <td>50</td> <td>43</td> <td>49</td> <td>47</td> <td>42</td> </tr> <tr> <td>Science</td> <td>45</td> <td>23</td> <td>34</td> <td>32</td> <td>24</td> </tr> </tbody> </table> <p>The percentage of our students scoring proficient and advanced on the reading and math CSAP/TCAP have decreased from 2008-2012 and are below the state’s expectation of 58 in reading and 71 in math.</p> <p>The percentage of our students scoring proficient and advanced on the writing and science CSAP/TCAP have remained stable from 2008-2012 and are below the state’s expectation of 54 in writing and 48 in science.</p>		2008	2009	2010	2011	2012	Reading	56	52	58	55	58	Writing	40	31	41	41	43	Math	50	43	49	47	42	Science	45	23	34	32	24	<p>The percentage of our students scoring proficient and advanced on the writing TCAP/CSAP has remained stable (40, 31, 41, 41, 43) from 2008-2012 and is below the state’s expectation.</p> <hr style="border: 1px solid black;"/> <p>The percentage of our students scoring proficient and advanced on the math TCAP/CSAP has decreased from 2008-2012 (50, 43, 49, 47, 42) and is below the state’s expectation.</p>	<p>We lack an understanding of how Everyday Math, CMP, and the district’s writing curriculum address the CCSS.</p> <p>We do not consistently implement best practices in our writing and math instruction.</p>
	2008	2009	2010	2011	2012																												
Reading	56	52	58	55	58																												
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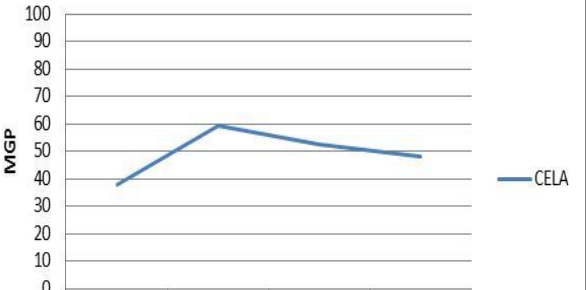
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	2008	2009	2010	2011	2012																																		
ELL	35	17	33	27	39																																		
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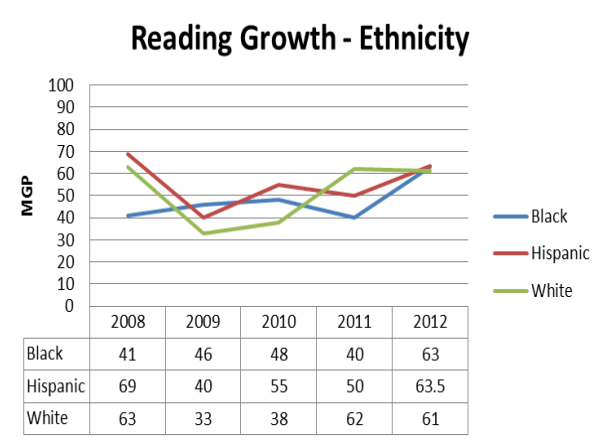
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	2008	2009	2010	2011	2012																						
Reading	59	42	51	50	63.5																						
Writing	57	44	61	55	55.5																						
Math	48	39	55.5	54	49																						

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	<p style="text-align: center;">CELA Growth Overall</p>  <table border="1" data-bbox="457 706 903 776"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>CELA</td> <td>38</td> <td>59.5</td> <td>52.5</td> <td>48</td> </tr> </tbody> </table> <p>The overall median growth percentile for students on the CELA has decreased from 2010-2012 and is equal to the elementary adequate growth percentile of 48 and is below the middle school adequate growth percentile of 42.</p>		2009	2010	2011	2012	CELA	38	59.5	52.5	48		
	2009	2010	2011	2012									
CELA	38	59.5	52.5	48									

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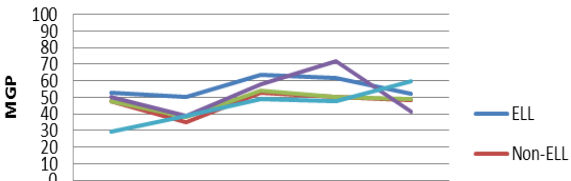
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Learners and Free and Reduced Lunch students on the math CSAP/TCAP have remained stable from 2009-2012 and are below the state's median of 50.</p> <p>The median growth percentile for our Non-Free and Reduced Lunch on the math CSAP/TCAP has increased and decreased each year from 2009-2012 and is below the state's median of 50.</p> <p>The median growth percentile for our Special Education students on the reading CSAP/TCAP has increased from 2008-2012 and is above the state's median of 50.</p>		
Post Secondary & Workforce Readiness	N/A		

Data Narrative for School

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

Data Narrative for School

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

Description of School and Process for Data Analysis

(Include a brief description of the school, the process for developing the UIP, and who participated in the data analysis such as parents, school staff, and program administrators such as Early Reading First or Head Start.)

Joan – please fill in this section.

Review Current Performance

(Identify where you did not meet expectations in status, growth, and growth gaps. Reference the state and district SPFs and section I of this template. Describe whether or not you met the targets you set last year in status, growth and growth gaps, what those targets were, and how far away you were from your goals.)

On August 24, 2012, our staff convened to review last year's targets. Our results are as follows: We are approaching for status, and we meet expectations for growth and growth gaps.

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)	The percentage of our elementary students scoring proficient or higher on CSAP writing will be 46.	The percentage of our elementary students scoring proficient or higher on CSAP writing was 46. We met our target exactly.	We had professional development on writing, we collaborated around writing, data teams were around writing; writing to learn was included in all content areas. Middle schools writing instruction wasn't included in spring board – teachers have the need to infuse writing into the curriculum. Vertical teams played a role in conversations. Students in lower grades struggle in conventions. We formed a community with parents that supported our goals. Our ELA work supported the writing focus. Author celebrations brought parents in. Monthly assessments were around writing.
	The percentage of our middle school students scoring proficient or higher on CSAP writing will be 45.	The percentage of our middle school students scoring proficient or higher on CSAP writing was 39. We missed our target by 6 points.	
Academic Growth	The median growth percentile for our elementary students in writing will be 60.	The median growth percentile for our elementary students in writing was 68. We exceeded our target by 8 points.	
	The median growth percentile for our middle school students in writing will be 60.	The median growth percentile for our middle school students in writing was 38.5. We missed our target by 21.5 points.	
Academic Growth Gaps	The median growth percentile for our elementary English Language Learners in writing will be 60.	The median growth percentile for our elementary English Language Learners in writing was 69.5. We exceeded our target by 9.5 points.	
	The median growth percentile for our middle school English Language Learners in writing will be 60.	The median growth percentile for our middle school English Language Learners in writing was 58.5. We missed our target by 1.5 points.	
Post Secondary Readiness	N/A		

Trend Analysis

*(Talk about what data you analyzed including relevant local performance data such as STAR and Interims. Consider comparing school and district data. Describe trends you noticed including negative trends (priority performance challenges.) Be explicit about which indicator the trend refers to (status, growth, growth gaps.) Include analysis of data at a more detailed level than presented in the SPF report including **all** students (for example, within a cohort, within a grade level, within a disaggregated group).*

On August 24, 2012, the whole staff convened to examine TCAP status and growth reports across content areas. We noted the following trends:

- The percentage of our students scoring proficient and advanced on the reading and math CSAP/TCAP have decreased from 2008-2012 and are below the state's expectation of 58 in reading and 71 in math.
- The percentage of our English Language Learners scoring proficient and advanced on the writing CSAP/TCAP has increased from 2009-2012 and is below the state's expectation of 54.

- The median growth percentile for our Special Education students on the reading CSAP/TCAP has increased from 2008-2012 and is above the state's median of 50.
- The median growth percentile for our Non-Free and Reduced Lunch on the math CSAP/TCAP has increased and decreased each year from 2009-2012 and is below the state's median of 50.

For a complete list of trends, please see the trends column on the data analysis worksheet.

Priority Performance Challenges

(Explain how you prioritized performance challenges. Include at least one priority performance challenge for each indicator for which minimum expectations were not met. Specify priority disaggregated groups in detail such as for a cohort of students, a grade level, or within a sub-content area.)

On August 24, 2012, the staff examined a visual representation of our trends data across content areas and subgroups. We captured our observations, applied the REAL criteria, and agreed upon the following priority performance challenges:

Status:

- The percentage of our students scoring proficient and advanced on the writing TCAP/CSAP has remained stable (40, 31, 41, 41, 43) from 2008-2012 and is below the state's expectation.
- The percentage of our students scoring proficient and advanced on the math TCAP/CSAP has decreased from 2008-2012 (50, 43, 49, 47, 42) and is below the state's expectation.

Growth:

- The median growth percentile for our students on the writing TCAP/CSAP has remained stable from 2008-2012 (57, 44, 61, 55, 55.5) and is currently just 5.5 points above the state's median of 50.
- The median growth percentile for our students on the math TCAP/CSAP has decreased from 2010-2012 (55.5, 54, 49) falling just below the state's median of 50.

Growth Gaps

- The median growth percentile for our middle school boys on the math TCAP/CSAP has increased and decreased over time (73, 47, 23, 41, 50, 35) and is 15 points below the state's median of 50.

Root Cause Analysis

(Name the root causes for each of your priority performance challenges. Make sure the causes are ones the school can control and that they reflect the analysis of multiple types of data. Consider broad, systemic root causes if the school did not meet expectations on a large number of indicators. Explain how you identified and verified (with more than one data source) root causes and how stakeholders were involved.)

Root cause analysis was conducted as a two-part conversation. Part I involved the entire school staff on August 24, 2012. We presented the priority performance challenges and generated all possible explanations for status, growth, and growth gaps. We then took explanations that we could not control or were not supported by data. We consolidated and named the remaining explanations in sentences crafted as deficits (we lack/do not have/have not mastered.) Some of the possible root causes we generated were as follows:

- We lack the skills and strategies to effectively teach math.
- We lack consistency in writing instruction across grade levels.
- We lack differentiation and the ability to intervene when students are struggling.
- We lack professional development in math and the understanding how to reteach for struggling students. (Pacing/Planning)
- We lack strategies, skills, processes, structures and time together to address basic math skills with our current math curriculum.
- We do not consistently implement best practices in writers workshop school-wide.
- We lack the ability to motivate boys. We do not know how to provide effective feedback to boys.

The staff then re-convened on September 5, 2012 to begin prioritize the remaining items and to examine “why.” The following root causes were identified:

- We lack an understanding of how Everyday Math, CMP and the district’s writing curriculum address the CCSS.
- We do not consistently implement best practices in our writing and math instruction.
- We have not named and mastered strategies that help boys become invested in their learning.

We then verified the root causes through teacher interviews and classroom observations.

ONGOING

Interim Measures

(For each interim measure you identified in the Action Plan, examine and describe results. Indicate next steps that will happen as a result of examining this data, and make any relevant changes to your action plan.)

At a minimum, consider the following points in the year for review of data based on availability of results:

January: STAR, Math Interim, Reading Interim (optional), CBLA data, additional informal data

April: CELA, additional informal data

May: third grade TCAP, CoAlt, STAR, Math Interim, Reading Interim, Writing interim, CBLA data, additional informal data

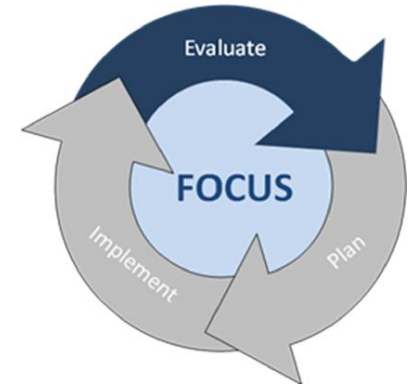
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R					
		M	<p>The percentage of our students scoring proficient and advanced on the math TCAP/CSAP has decreased from 2008-2012 (50, 43, 49, 47, 42) and is below the state's expectation.</p>	<p>The percentage of our elementary students scoring proficient and advanced on the math TCAP will be 69.</p> <p>The percentage of our middle school students scoring proficient and advanced on the math TCAP will be 41.</p>	<p>The percentage of our elementary students scoring proficient and advanced on the math TCAP will be 75.</p> <p>The percentage of our elementary students scoring proficient and advanced on the math TCAP will be 45.</p>	<p>Math interim data will be collected and reviewed by teachers and school administrators in October, December, and May. We expect to see an increase in the percentage of students scoring "proficient" or "advanced" during each window as well as a decrease in the percentage of students scoring "unsatisfactory". The percentage of students scoring proficient or advanced in May should meet or exceed the TCAP target.</p> <p>Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.</p>	<p>Understand how Everyday Math, CMP, and the district's writing curriculum address the CCSS.</p> <p>Consistently implement best practices in our writing and math instruction.</p>
		W	<p>The percentage of our students scoring</p>	<p>The percentage of our elementary students</p>	<p>The percentage of our elementary students</p>	<p>Writing interim data will be collected and reviewed by</p>	<p>Understand how Everyday Math, CMP, and the</p>

			proficient and advanced on the writing TCAP/CSAP has remained stable (40, 31, 41, 41, 43) from 2008-2012 and is below the state's expectation.	scoring proficient and advanced on the writing TCAP will be 50. The percentage of our middle school students scoring proficient and advanced on the writing TCAP will be 50.	scoring proficient and advanced on the writing TCAP will be 54. The percentage of our middle school students scoring proficient and advanced on the writing TCAP will be 56.	teachers and school administrators in September, December, and May. We expect to see an increase in the percentage of students scoring "proficient" or "advanced" during each window as well as a decrease in the percentage of students scoring "unsatisfactory". The percentage of students scoring proficient or advanced in May should meet or exceed the TCAP target. Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	district's writing curriculum address the CCSS. Consistently implement best practices in our writing and math instruction.
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M	The median growth percentile for our students on the math TCAP/CSAP has decreased from 2010-2012 (55.5, 54, 49) falling just below the	The median growth percentile for our students on the math TCAP will be 55.	The median growth percentile for our students on the math TCAP will be 60.	Math interim data will be collected and reviewed by teachers and school administrators in October, December, and May. We expect to see an increase in the percentage of students	Understand how Everyday Math, CMP, and the district's writing curriculum address the CCSS. Consistently implement best practices in our

			state's median of 50.			scoring "proficient" or "advanced" during each window as well as a decrease in the percentage of students scoring "unsatisfactory". The percentage of students scoring proficient or advanced in May should meet or exceed the TCAP target.	writing and math instruction.
		W	The median growth percentile for our students on the writing TCAP/CSAP has remained stable from 2008-2012 (57, 44, 61, 55, 55.5) and is currently just 5.5 points above the state's median of 50.	The median growth percentile for our students on the writing TCAP will be 56.	The median growth percentile for our students on the writing TCAP will be 60.	Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	Writing interim data will be collected and reviewed by teachers and school administrators in September, December, and May. We expect to see an increase in the percentage of students scoring "proficient" or "advanced" during each window as well as a decrease in the percentage of students scoring "unsatisfactory". The percentage of students scoring proficient or advanced in May should
							Understand how Everyday Math, CMP, and the district's writing curriculum address the CCSS. Consistently implement best practices in our writing and math instruction.

						meet or exceed the TCAP target.	
		ELP				Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
Academic Growth Gaps	Median Student Growth Percentile	R					
		M	The median growth percentile for our middle school boys on the math TCAP/CSAP has increased and decreased over time (73, 47, 23, 41, 50, 35) and is 15 points below the state's median of 50.	The median growth percentile for our middle school boys on the writing TCAP will be 56.	The median growth percentile for our middle school boys on the writing TCAP will be 60.	Math interim data will be collected and reviewed by teachers and school administrators in October, December, and May. We expect to see an increase in the percentage of middle school boys scoring "proficient" or "advanced" during each window as well as a decrease in the percentage of middle school boys scoring "unsatisfactory". The percentage of students scoring proficient or advanced in May should meet or exceed the TCAP target.	Understand how Everyday Math, CMP, and the district's writing curriculum address the CCSS. Consistently implement best practices in our writing and math instruction. Name and master strategies that help boys become invested in their learning.
						Teachers will review formative classroom	

						assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Gain understanding of how Everyday Math, CMP and the district’s writing curriculum address the CCSS.

Root Cause(s) Addressed: We lack an understanding of how Everyday Math, CMP and the district’s writing curriculum address the CCSS.

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)
Identify essential learnings for math and writing units and match the corresponding Common Core State Standards.	Monthly during professional development time 2012-2013; 2013-2014	Math and Humanities Facilitator; Teacher Leaders	Lucy Calkin’s <u>Pathways to the Common Core: Accelerating Achievement</u> Ted Hall’s <u>The Common Core Math Standards</u> \$434.52 Title II Funds	75% of instructional units in math and writing will have identified essential learnings as evidenced through meeting documentation.	In progress
Determine how we will communicate to students the Common Core State Standards being addressed in each instructional unit for math and writing.	December 2012	School Leadership Team	None	SLT will create a written communicate to address how standards will be communicated in classrooms.	Not begun
Collect evidence of standards being communicated for instructional units in math and writing.	3 times per year (November – baseline, December, February, April)	Administrators, Facilitators, Instructional Team	None	100% of classrooms will be visited to collect evidence of standards through use of an observation tool.	Not begun

Professional development on how to write an effective content/language objective.	November 2012	Facilitators, Teacher Leaders	District online materials	100% of our staff will participate in professional development as evidence by sign-in sheets.	Not begun
Determine how we will communicate to students the content/language objective being addressed in each lesson for math and writing.	December 2012	School Leadership Team	None	SLT will create a written communicate to address how content/language objectives will be communicated in classrooms.	Not begun
Collect evidence of content/language objectives being communicated for instructional units in math and writing.	3 times per year (November – baseline, December, February, April)	Administrators, Facilitators, Instructional Team	None	100% of classrooms will be visited to collect evidence of objectives through use of an observation tool.	Not begun

* 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: Consistently implement best practices in our writing and math instruction.

Root Cause(s) Addressed: We do not consistently implement best practices in our writing and math instruction.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	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)
Professional development to examine the Best Practices Documents in writing and math.	January 2013	Math and Humanities Facilitator; Teacher Leaders	Best Practices Documents	100% of our staff will participate in professional development as evidenced by sign-in sheets.	Not begun
Professional development to examine the Look-For Documents in writing and math and to self-assess to establish baseline data.	January 2013	Math and Humanities Facilitator; Teacher Leaders	Look-For Documents	100% of our staff will participate in professional development as evidenced by completed self-assessments.	Not begun
Classroom observations to determine needs around the priorities identified in the self-assessment.	January 2013	Administrators, Facilitators, Instructional Team	Observation tool	100% of classrooms will be visited to collect evidence of objectives through use of an observation tool.	Not begun.
Create a professional development plan for the remainder of the year based on data collected during classroom observations.	January 2013	Administrators, Facilitators, Instructional Team	TBD	Professional development plan will be generated based on evidence collected during classroom observations.	Not begun

Major Improvement Strategy #3: Name and master strategies that help boys become invested in their learning.

Root Cause(s) Addressed: We have not named and mastered strategies that help boys become invested in their learning.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Research strategies to engage boys in an academic setting.	January 2013	Interested Staff	Alfred Tatum's <u>Teaching Reading to Black Adolescent Males</u> . Lucy Calkin's; <u>Pathways to the Common Core Accelerating Achievement</u> Grant Wiggins': <u>Understanding by Design</u> ; Robert Marzano's <u>Class Instruction that Works</u> District Standards Base Report Cards	List of strategies from a variety of resources that help boys become invested in their learning will be created.	Not begun
During team meetings, share strategies to implement. Teachers will indicate strategies they will be implementing in their lesson plans.	February – ongoing	Team Leaders	Strategies list	100% of classroom teachers will include strategies in their lesson plans and will share out strategies that are working.	Not begun

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

Section V: Appendices

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)

Section V: Optional Addendum

For Schools Operating a Title I School wide Program

Schools that participate in Title I may choose to use this format to document Title I program requirements for operating a school wide program. As a part of the improvement planning process, some schools may meet some of the requirements in 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 School wide 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. 6)	Parents were involved in the data analysis with teachers and their student. They were involved in the analysis of the school data and trends at the CSDC and PTSA meetings. In these meetings strategies and supports for learners were suggested discussed and

			determined.
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 6) and Section IV. Action Plan (p. 8)	<p>Over the past five years, writing has been our lowest area of achievement (E 33, 33, 29, 42, 42); writing in middle school has dropped from 60% P/A in 2007 to 39% in 2011.</p> <p>Writing has not seen two years of continuous growth in elementary and middle school over the past five years. While we have surpassed the state median growth percentile 60% of the time over the past 5 years, we have only hit the adequate growth target 20% of the time.</p> <p>The median growth percentile for our elementary ELLs has had the largest decline of any subgroup from 2010-2012. The median growth percentile for our middle school students has remained flat over time.</p>
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 8)	<p>We will identify and implement a consistent way to teach/deliver writing.</p> <p>We will identify and utilize training and resources to differentiate for all students. We will identify and implement a variety of strategies to support writing and math where we teach and support language development (including academic language and language structures) to address the needs of our English Language Learners.</p>
Title I students are only taught by highly qualified teachers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 8)	See professional development action steps under our major improvement strategies on pages 18-25.

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 is the high quality professional development based on student and staff needs?		Section IV: Action Plan (p. 8) and Section III: Data Narrative (p. 6)	See Action Plan: Pgs 18-25
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. 8)	We have four informative meetings annually for parents on working with their child to foster excitement around the learning and school experience. We educate families on the gradual release of responsibilities moving their children toward kindergarten curricular skills and becoming independent learners.
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and includes the participation of parents?		Section IV: Action Plan (p. 8)	The UIP will be reevaluated throughout the year. School administrators will meet with the IS team to examine Implementation Benchmarks and Interim Measures. The SLT and CSC will also review the UIP throughout the school year.
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 8), Resource Column	.4 Intervention Teacher - \$26,124 ..5 Classroom Teacher - \$32,654 .5 Guidance Counselor - \$32, 654 Student textbook materials - \$1, 652 Parent Involvement - \$2,762 .5 Classroom Teacher \$32,654 .2 Classroom Teacher \$13,062 Title II .2 Humanities Facilitator \$14,915 Title II Staff Development General Supplies \$589.

**Dora Moore K-8 School
2012-2013 Parent School Compact**

The staff at Dora Moore ECE-8 School agrees to:

- Hold Back-To-School Nights for parents to meet with the teachers and staff.
- Help to determine the instructional needs of your child.
- Try to adjust the instructional program to meet the academic need of your child.
- Seek your cooperation as parents to work as partners in the school.
- Provide frequent assessment and continuous feedback on how your child is progressing academically.
- Provide a safe and orderly school environment.
- Schedule Parent/Teacher conferences.
- Be respectful of students, parents and colleagues.

Principal: _____

Teacher/s _____