cde

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6188 School Name: MUNROE 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%	-	-	42.11%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	46.31%	-	-	
		W	53.52%	-	-	29.39%	-	-	
		S	47.53%	-	-	12.82%	-	-	
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: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	58	-	-	52	-	-	
		M	66	-	-	37	-	-	
		W	68	-	-	49	-	-	
		ELP	42	-	-	48	-	-	

cde

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

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

cde

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 has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The Plan must be submitted to CDE by January 15, 2013 to be reviewed by CDE. Refer to the UIP website for more detailed instructions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp. Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. Because the school's plan is required under state accountability to be submitted by January 15, CDE will review the plan for Title I purposes at that same time. For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
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.

cde

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?	Yes, Munroe received the School Improvement Grant following an SST review in 2006-2007.
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Munroe had an SST review in December of 2006 followed by debrief session with the evaluation team in February of 2007. Munroe was evaluated again through an Expedited Review in April of 2010 with a debrief session in May of 2010.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

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	Dr. Abigail Brown, Principal
	Email	Abigail_Brown@dpsk12.org
	Phone	720-424-5230
	Mailing Address	3440 West Virginia Avenue Denver, CO 80219
2	Name and Title	Stacey Mundis, Assistant Principal
	Email	Stacey_Mundis@dpsk12.org
	Phone	720-424-5230
	Mailing Address	3440 West Virginia Avenue Denver, CO 80219

cde

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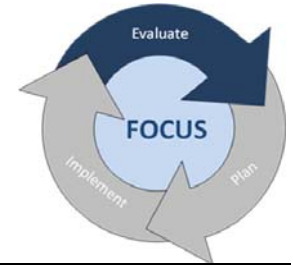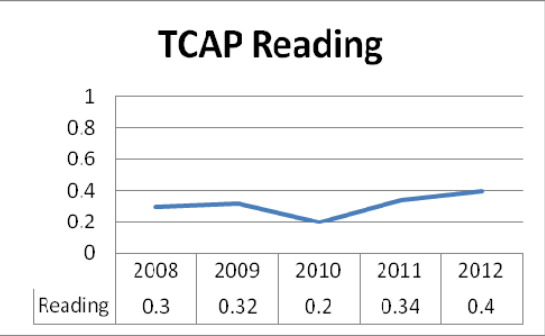
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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)	Content Area — Target Reading — 43% Math — 48% Writing — 29% Science — 11%	Content Area — Target — Actual — Growth Reading — 43% — 41% — -1.2% (not met) Math — 48% — 44% — -3.7% (not met) Writing — 32% — 29% — -2.7% (not met) Science — 11% — 12% — +1.3% (met)	Overall, the scores of our 5th grade students were low and showed significant decreases over the previous year. These low scores offset our gains in 3rd and 4th grade and may have contributed to our inability to meet the status targets. Analysis of cohort group data (students as they moved from 3rd to 4th grade and 4th to 5th grade) partially explains why Munroe did not have positive median percentile growth. We need to focus on increasing the percentage of students who score at proficient and above levels as expectations for what students have to do to attain grade level proficiency becomes naturally more difficult. We believe that student's academic gaps as they enter 4th and 5th grade have been too large to bring them to grade level through two years of implementing targeted interventions through RtI.
Academic Growth	Reading MGP target: 55 Math MGP target: 55 Writing MGP target: 55	Reading target not met: 52 Math target not met: 37 Writing target not met: 49	
Academic Growth Gaps	FRL MGP Reading target: 55 ELL MGP Reading target: 55 FRL MGP Math target: 55 ELL MGP Math target: 55 FRL MGP Writing target: 55 ELL MGP Writing target: 55	FRL target not met: 52 ELL target not met: 52 FRL target not met: 36 ELL target not met: 35 FRL target not met: 48.5 ELL target not met: 49.5	(continued below)
Post-Secondary Readiness	N/A	N/A	(continued below)

TCAP Content area	3rd Grade % P and A	Same Group in 4th Grade % P and A in 2012
Reading	44%	37%
Writing	25%	23%
Math	50%	51%

TCAP Content area	4th Grade % P and A	Same Group in 5th Grade % P and A in 2012
Reading	24%	28%
Writing	19%	19%
Math	37%	25%

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.
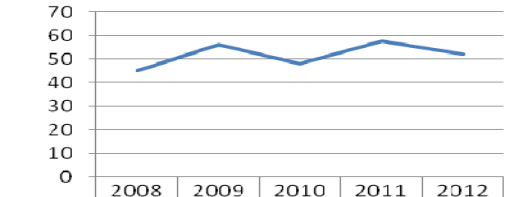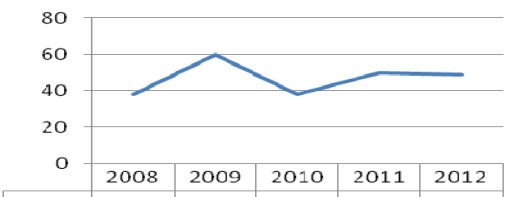
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**TCAP Reading Overall (grades 3-5)** Percentage of students scoring Proficient or Advanced: 2010-20%; 2011-34%; 2012-40% Subgroup analyses indicate that there are significant performance gaps for SpEd, male students, and ELL supgroups. The number of students tested is included below. For the SpEd versus Non-SpEd comparison, as well as for ELL subgroups, the number of students is vastly different (numbers noted in parentheses), but we felt the data was important to include because performance gaps exist. The data is as follows: SpEd: 2010-0% (30); 2011-4% (28); 2012-7% (30) Non-SpEd: 2010-23% (185); 2011-39% (184) ; 2012-45% (213) Male: 2010-20% (112); 2011-31% (98); 2012-34% (123) Female: 2010-20% (103); 2011-36% (114); 2012-46% (120)	Although Munroe's overall reading scores have increased steadily over three years, performance continues to fall below state targets (of 6% status growth annually) and proficiency expectations for reading (72%). Another priority performance challenge is to close the performance gap for the SpEd and male subgroups and to address the gaps in our ELL populations.	We have not focused on making the instructional shifts that will help students meet Common Core expectations for literacy. We have not addressed how developing students' academic language supports their ability to process and analyze text. We have not identified standards-based learning outcomes and connected these to planning, instruction, and assessment in order to provide targeted instruction that accelerates students' growth.

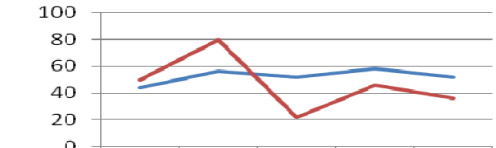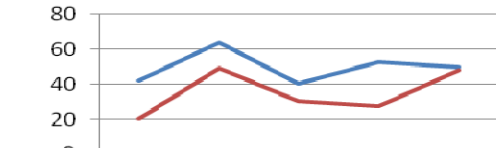| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	When looking at ELL subgroups (ELLs, Exited ELLs and Non-ELLs), there are inconsistent gaps: ELLs: 2010- 13% (142); 2011-33% (150); 2012-36% (182) Exited ELLs: 2010-78% (18); 2011-92% (13); 2012-100% (9) Non-ELLs: 2010-18% (55); 2011- 22% (49); 2012-42% (52) We attempted to make comparisons between free and reduced populations and our minority ethnic groups, by the number of students tested in these groups makes it difficult to make comparisons (i.e. 244 Hispanic students to 1-5 others of varying ethnicities or 233 Free/Reduced to 6 Non-Free/Reduced).		
	TCAP Writing Overall (grades 3-5) Percentage of students scoring Proficient or Advanced: 2010-11%; 2011-23%; 2012-29% **TCAP Writing** 		2008	2009	2010	2011	2012
---	---	---	---	---
Writing	0.13	0.22	0.11	0.23	0.26 | Subgroup analyses indicate that there are significant performance gaps for SpEd, male students, and ELL supgroups. The number of students tested is included below. For the SpEd versus Non-SpEd comparison, as well as for ELL subgroups, the number of students is vastly different (numbers noted in parentheses), but we felt the data was important to include because performance gaps exist. The data is as follows:	Although Munroe's overall writing scores have increased steadily over three years, performance continues to fall below state targets (of 3-4% status growth annually) and proficiency expectations for writing (54%). A priority performance challenge is to close the performance gap for the SpEd and male subgroups. We also need to address the gap between Exited ELLs and ELLs/Non-ELLs. Our Exited ELLs are significantly outperforming the latter two groups.	We have not focused on making the instructional shifts that will help students meet Common Core expectations for literacy. We have not addressed how developing students' academic language supports their ability to process and analyze text. We have not identified standards-based learning outcomes and connected these to planning, instruction, and assessment in order to provide targeted instruction that accelerates students' growth.

cde

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	SpEd: 2010-0% (30); 2011-0% (28), 2012-0% (29) Non-SpEd: 2010-12% (186), 2011-26% (179), 2012-30% (213) Male: 2010-8% (112), 2011-19% (95), 2012-22% (122) Female: 2010-13% (104), 2011-26% (112), 2012-31% (120) When looking at ELL subgroups (ELLs, Exited ELLs and Non-ELLs), there are consistent gaps between Exited ELLs and ELLs/Non-ELLs, but not in comparing the performance of ELLs and Non-ELLs: ELLs: 2010-6% (143); 2011-19% (145); 2012-25% (182) Exited ELLs: 2010-61% (18); 2011-85% (13); 2012-78% (9) Non-ELLs: 2010-5% (55); 2011- 18% (49); 2012-24% (51) We attempted to make comparisons between free and reduced populations and our minority ethnic groups, by the number of students tested in these groups makes it difficult to make comparisons (i.e. 244 Hispanic students to 1-5 others of varying ethnicities or 233 Free/Reduced to 6 Non-Free/Reduced).		
	TCAP Math Overall (grades 3-5) Percentage of students scoring Proficient or Advanced: 2010-35%; 2011-42%; 2012-44% **TCAP Math** 		2008	2009	2010	2011	2012
---	---	---	---	---
Math	0.26	0.4	0.35	0.42	0.44		Although Munroe's overall math scores have increased steadily over three years, performance continues to fall below state targets (of 5-6% status growth annually) and proficiency expectations for math (71%). A priority performance challenge is to close the performance gap for the SpEd and male subgroups. Additionally, our Special Education students' performance has been trending down over the past three years.	We have not focused on making the instructional shifts that will help students meet Common Core expectations for literacy. We have not addressed how developing students' academic language supports their ability to process and analyze text. We have not identified standards-based learning outcomes and connected these to planning, instruction, and assessment in order to provide targeted instruction that accelerates students' growth.

cde

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Subgroup analyses indicate that there are significant performance gaps for SpEd, male students, and ELL supgroups. The number of students tested is included below. For the SpEd versus Non-SpEd comparison, as well as for ELL subgroups, the number of students is vastly different (numbers noted in parentheses), but we felt the data was important to include because performance gaps exist. The data is as follows: SpEd: 2010-11% (35); 2011-10% (30), 2012-7% (29) Non-SpEd: 2012-39% (215), 2011-47% (205), 2012-49% (233) Male: 2010-37% (130), 2011-44% (104), 2012-42% (132) Female: 2010-33% (120), 2011-41% (131), 2012-47% (130) When looking at ELL subgroups (ELLs, Exited ELLs and Non-ELLs), the following gaps exist: ELLs: 2010-34% (177); 2011-43% (172); 2012-44% (202) Exited ELLs: 2010-83% (18); 2011-92% (13); 2012-89% (9) Non-ELLs: 2010-24% (55); 2011- 26% (50); 2012-37% (51)	We also need to address the gap between Exited ELLs/ELLs and Non-ELLs. Our Exited ELLs/ELLs are outperforming the Non-ELL students in Math.	
	TCAP Science (grade 5) Percentage of students scoring Proficient or Advanced: 2010-6%; 2011-3%; 2012-12%	Although Munroe's overall science scores have doubled since 2010, proficiency levels continue to fall below state targets (8% annual status growth) and proficiency levels for science (48%).	
Academic Growth	Munroe's academic growth, as measured by the District Median Growth Percentiles, is as follows: 4th Grade Reading: 2010- 47; 2011-59; 2012-54 5th Grade Reading : 2010-48.5; 2011-54; 2012-46 Overall Reading Median Growth: 2010-48; 2011-57.5; 2012-52	Munroe's growth scores have been inconsistent and continue to fall behind both the district and state median growth expectations.	We have not focused on making the instructional shifts that will help students meet Common Core expectations for literacy and mathematics. We have not addressed how developing students' academic language supports their ability to process and analyze text.

cde

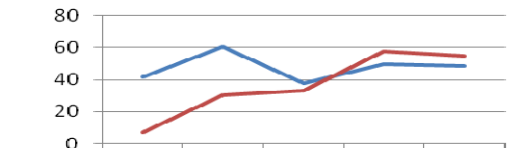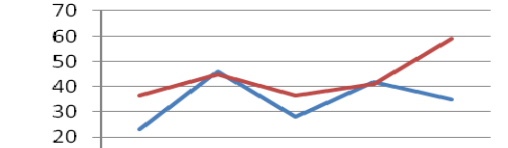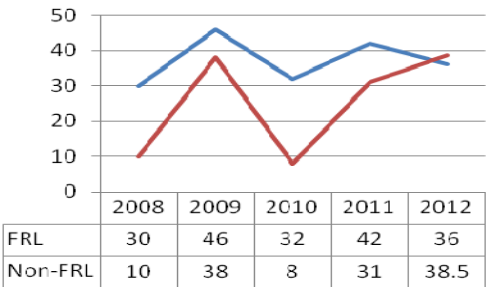| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Reading MGP 	Year	2008	2009	2010	2011	2012
Reading	45	56	48	57.5	52 | 4th Grade Writing: 2010- 42.5; 2011-59; 2012-52 5th Grade Writing: 2010- 37.5; 2011-48; 2012-48 Overall Writing Median Growth: 2010-38; 2011-50; 2012-49 **TCAP Writing MGP** | Year	2008	2009	2010	2011	2012
Writing	38	60	38	50	49	 4th Grade Math: 2010- 22.5; 2011-30; 2012-42 5th Grade Math: 2010- 36; 2011- 56.5; 2012-33 Overall Math Median Growth: 2010-31; 2011-42; 2012-37		We have not identified standards-based learning outcomes and connected these to planning, instruction, and assessment in order to provide targeted instruction that accelerates students' growth.

cde

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Math MGP		
		2008	2009	2010	2011	2012
	Math	28	45.5	31	42	37
	State Median Growth Percentiles show that Munroe declined across all three content areas from 2011 to 2012: Reading: 2010-48; 2011-58; 2012-52 Writing: 2010-38; 2011-50; 2012-49 Math: 2010-31; 2011-42; 2012-37		
Academic Growth Gaps	We analyzed growth gaps where we had sufficient numbers of students who tested to have viable comparison groups: ELLs versus Non-ELLs and FRL versus Non-FRL. Our growth gaps are illustrated by the following graphs by TCAP content area: <u>Reading</u> Munroe's ELLs have experienced more growth than our Non-ELLs over the past three years. **TCAP Reading MGP** 		2008	2009	2010	2011	2012	 	ELL	43	56	49.5	60	52	 	Non-ELL	48.5	56.5	35.5	34.5	48.5		From 2008-2012, the median growth percentiles on TCAP reading have been inconsistent and gaps have persisted over time when looking at ELL versus Non-ELL and FRL versus Non-FRL subgroups, although we have steadily been closing the growth gap between ELLs and Non-ELLs. A priority performance challenge is to address the subgroup gaps and meet state expectations (55 median growth percentile).	We have not focused on making the instructional shifts that will help students meet Common Core expectations for literacy and mathematics. We have not addressed how developing students' academic language supports their ability to process and analyze text. We have not identified standards-based learning outcomes and connected these to planning, instruction, and assessment in order to provide targeted instruction that accelerates students' growth.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Munroe's FRL population has shown more growth in reading over the past three years than our Non-FRL students. **TCAP Reading MGP** |		

TCAP Reading MGP

	2008	2009	2010	2011	2012
FRL	44	56	52	58.5	52
Non-FRL	49.5	79.5	22	46	36

Writing

Munroe's ELLs have experienced more growth in Writing than our Non-ELLs over the past three years.

TCAP Writing MGP

	2008	2009	2010	2011	2012
ELL	42	64	40.5	52.5	49.5
Non-ELL	20	49	30	27.5	48

Munroe's FRL students have experienced less growth in Writing than our Non-FRL students over the past two years. In 2010, the dat ashows the opposite.

From 2008-2012, the median growth percentiles on TCAP writing have been inconsistent and gaps have persisted over time when looking at ELL versus Non-ELL and FRL versus Non-FRL subgroups, although we have steadily been closing the growth gap between ELLs and Non-ELLs. A priority performance challenge is to address the subgroup gaps and consistently meet state expectations (55 median growth percentile) over consecutive years.
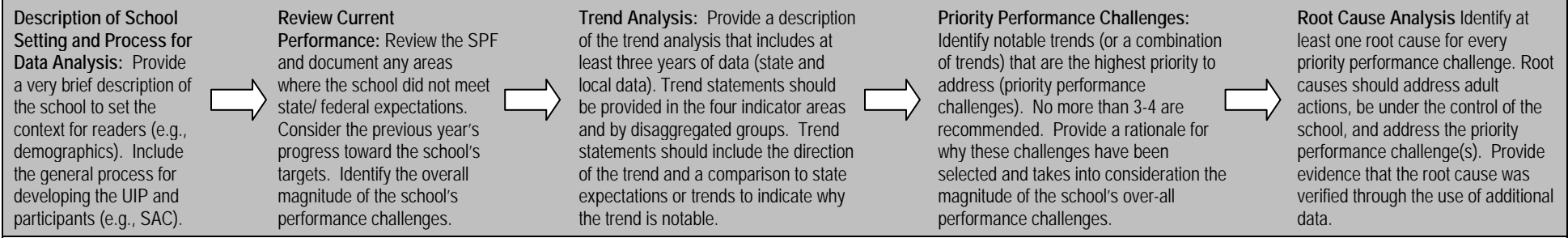
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Writing MGP **Math** There have been inconsistent gaps with ELLs versus Non-ELLs in Math growth. In 2012, Non-ELLs experienced significantly more growth than ELLs. In both 2010 and 2011, Munroe's FRL population showed more growth than the Non-FRL population. In 2012 there was a reverasl of this, with Non-FRL students showing more growth than the FRL population.	From 2008-2012, the median growth percentiles on TCAP math have been inconsistent and gaps have persisted over time when looking at ELL versus Non-ELL and FRL versus Non-FRL subgroups. A priority performance challenge is to address the subgroup gaps and consistently meet state expectations (55 median growth percentile) over consecutive years.	

cde

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Math MGP | 2008	2009	2010	2011	2012 | | FRL | 30 | 46 | 32 | 42 | 36 | | Non-FRL | 10 | 38 | 8 | 31 | 38.5 |		
Post Secondary & Workforce Readiness	Not applicable		

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.

School Background Information:

Munroe Elementary School is located in the Westwood neighborhood of Southwest Denver and has approximately 650 students enrolled in ECE (preschool age 4) through 5th grade. According to our District's School Performance Framework, our student population is characterized as: 96.1% minority combined, 78.9% identified English Language Learners, 8% receiving Special Education student services, and 97.7% of students qualify for free or reduced lunch. According to the District's ranking of elementary schools by level of impact based on combining the percent of English language learners, percent of students receiving Special Education services, percent of students qualifying for free or reduced lunch, and mobility rate, Munroe was identified as the most highly impacted elementary school in the Denver Public Schools. Munroe implements a transitional native language instructional model for English Language Learners and all classroom teachers are designated as ELA-E or ELA-S. School leaders, in collaboration with the School Leadership Team and the Teacher Effectiveness Coach, created the initial draft of the 2012-2013 Unified Improvement Plan. This plan will be shared during October and November Parent Meetings, as well as with the Collaborative School Committee, in order to elicit feedback and input.

Current Performance and Trend Analysis:

Upon examining three years of TCAP and CELA performance data, as well as the District and State School Performance Frameworks, the following trends were identified:

TCAP

- Munroe TCAP achievement status data analysis indicates positive growth across Reading, Lectura, Writing, Math and Science over the last three years. The only area in which scores have fluctuated with up and down achievement is in Escritura. Although we have primarily positive achievement trends, proficiency percentages remain below state targets.

Content Area	2010 % Proficient and Above	2011 % Proficient and Above	2012 % Proficient and Above
Reading	20%	34%	40%
Lectura	50%	55%	60%
Writing	11%	23%	26%
Escritura	47%	71%	65%
Math	35%	42%	44%
Science	6%	3%	12%

- Munroe TCAP median growth percentile data analysis indicates fluctuating and inconsistent growth across Reading, Writing and Math over the last three years. As a result, growth remains below state expectations.

Content Area	2010 Median Growth Percentiles	2011 Median Growth Percentiles	2012 Median Growth Percentiles
Reading	48	57.5	52
Writing	38	50	49
Math	31	42	37

- TCAP data for continuously enrolled students indicates an upward trend in Reading and Writing, but not Math. This subgroup's performance has a contributing impact on our low Median Growth for Math.

Content Area	2010 % Proficient and Above	2011 % Proficient and Above	2012 % Proficient and Above
Reading	36%	42%	45%
Writing	15%	30%	36%
Math	46%	44%	30%

CELA

- Munroe CELA achievement status data analysis indicates positive growth across CELA Overall, Writing, and Listening subcontent areas over the last three years. Inconsistent growth is apparent in Reading and Speaking.

Sub-Groups	2010 Percent of Levels 4 & 5 (Level 5 only)	2011 Percent of Levels 4 & 5 (Level 5 only)	2012 Percent of Levels 4 & 5 (Level 5 only)
CELA Overall	28% (2%)	31% (4%)	32% (4%)
Reading	21% (3%)	25% (5%)	19% (5%)
Writing	17% (5%)	24% (7%)	26% (9%)
Listening	37% (7%)	38% (9%)	49% (10%)
Speaking	46% (8%)	42% (8%)	43% (7%)

- Munroe CELA median growth percentile data analysis indicates fluctuating and inconsistent growth over the last three years.

CELA Overall	2010 Median Growth Percentiles	2011 Median Growth Percentiles	2012 Median Growth Percentiles
	52.5	46	49

- Munroe's District CELA Trajectory Report indicates that 64% of our English language learners are on track to reach CELA level 5 and that 36% are not. We recognize that we need to focus on developing students' academic and oral language proficiency levels and we have incorporated ways to do this in our action planning.

District School Performance Framework:

On the District's School Performance Framework, Munroe has made steady consistent gains since 2009 when our school was placed on Academic Probation. In 2010 Munroe moved to Priority Watch Status and in 2011, the school moved up again to Watch Status (albeit at the bottom of the scale). In 2012, Munroe moved once more and is now only five SPF points away from the "Meets Expectations" status. Munroe's students' status levels are higher in general that our growth levels. Since Growth is calculated with greater weight on the School Performance Framework, we need to improve our median growth percentiles, especially of continuously enrolled students, if we aim to continue to move in a positive direction. In examining the School Performance Framework for patterns, we noted that our school did well in areas associated with our 2011 UIP focus area of Reading. We are also meeting expectations for status levels when comparing our students' proficiency levels to other similar schools data. We are struggling, however, with the status performance of all of our subgroups, a concern that is named as a priority performance challenge.

- Analysis of the 2012 School Performance Framework yields several highlights:
  - Munroe *Meets* Expectations in the areas of Student Engagement, Re-Enrollment, and Parent Satisfaction.
  - Munroe is *Approaching* in the Growth Area- Student Progress Over Time. Specifics related to Growth include:
    - Munroe *Meets* or *Exceeds* expectations for Growth in these categories: Reading Growth Percentiles; Reading Growth Percentiles- Similar Schools; Reading- Keep Up Growth; and, FRL Subgroup Growth
    - Munroe *Does Not Meet* expectations for Growth in these categories: Math Growth Percentiles- Similar Schools; Math- Catch Up Growth; and, Math- Continuously Enrolled
      - All other expectations for Growth are *Approaching*
  - Munroe is *Approaching* in the Status Area- Student Achievement Level
    - Munroe *Meets* or *Exceeds* expectations for Status in these categories: Reading- CSAP/TCAP Proficient and Above- Similar Schools; Math- CSAP/TCAP Proficient and Above- Similar Schools; Writing- CSAP/TCAP Proficient and Above- Similar Schools; CELA Percent at Level 5; and DRA
    - Munroe *Does Not Meet* expectations for Status in these categories: Science- CSAP/TCAP Proficient and Above- Similar Schools; ELL Subgroup Status; FRL Subgroup Status; Minority Subgroup Status; Students with Disabilities Subgroups Status Compared; and, Math- CSAP/TCAP % Advanced
      - All other expectations for Growth are *Approaching*

cde

Student Enrollment

Munroe's enrollment has continued to increase every year over the past three years, resulting in a greater number of students taking TCAP and CELA. In 2010, Munroe enrolled 571 students and we now have over 650. In 2012, 31 additional students took the TCAP test compared to 2011 and in 2012, 47 additional students took the CELA test. We address this in our data narrative because we have seen an increase in student mobility and because a significant number of students who have enrolled in our school from other schools are lagging behind academically and in their language skills. We believe this may impact our achievement and growth, as we find that, in general, the students who have been continuously enrolled at our school outperform those who have not.

Priority Performance Challenges:

The overall percentage of third through fifth grade students scoring proficient and above on TCAP in Reading, Writing, Math, and Science has increased steadily over three years. While data shows a positive growth trend, in analyzing subgroup performance, there are significant achievement gaps for SpEd and male students, as well as in the performance of ELL subgroups (ELLs, Exited ELLs, and Non-ELLs). These gaps have persisted over a three year period. In analyzing TCAP Median Growth Percentiles, Munroe has shown negative growth across Reading, Writing, and Math by both District and State calculations.

Root Cause Analysis:

During October of 2012, members of Munroe's School Leadership Team met for several hours to review data and an initial draft of the UIP to identify celebrations, trends, and focus areas with the goal of identifying root causes. Staff members worked in small vertical groups across content areas and grade levels to present their findings to the rest of the group. Through this process, the following root causes for our priority performance challenges were generated:

- Munroe has experienced a high rate of staff turnover over the past three years, making it difficult to establish consistent expectations and instructional practices both within and across grade level teams.
- We have struggled to find ways to address the behavior needs of 5-10% of our students who do not respond positively to our PBIS efforts. Students in this category are regularly removed from the classroom and therefore miss instructional time.
- We have fully implemented RtI for two years, but our interventions have not always been matched directly to students' needs.
- We have had minimal professional development in Math.
- We have not addressed how to accelerate the development of language in Non-ELL low language level students.
- We have a significant mobility rate and students that enter our school mid-year are often working below grade level and lacking academic skills.
- We have not focused on academic oral language development across content areas.
- We have not identified opportunities and practices that promote language production and Accountable Talk.
- We have not identified the types of questions we need to be asking to promote rigorous thinking and conversations.
- We have not spent time identifying essential learning goals in grade level teams. We have not had vertical conversations about how expectations shift from one year to another.
- We are not identifying learning outcomes and connecting these to instructional planning and assessments.
- We are not providing continual feedback for learning to students.
- We have focused on getting through curriculum rather than covering less content and getting students to mastery.

The list of root causes for our inability to reach state and district expectations for status and growth is long. Our School Leadership Team examined the list and condensed it to name two overarching, critical root causes that we believe have had the greatest negative impact on our ability to move our students' achievement levels forward at an adequate pace. We believe if we can focus our action plan on addressing these root causes, that we will be able to accelerate students' growth. The two key root causes identified are:

1. We have not focused on making the instructional shifts that will help students meet Common Core expectations for literacy. We have not addressed how developing students' academic language supports their ability to process and analyze text across content areas.
2. We have not identified standards-based learning outcomes and connected these to planning, instruction, and assessment in order to provide targeted instruction that accelerates students' growth in reading, writing, and math.

Our three major improvement strategies target extending our focus from last year on best practices related to effective Guided Reading instruction, implementing Data Team cycles, and continuing our efforts to engage parents as partners in educating our students.

After we receive initial district feedback on the UIP, we will share the document with the entire staff in smaller groups throughout the month of November, in order to solicit feedback and to make our improvement strategies accessible to all as goals for our learning and as strategies to accelerate students' academic achievement. During the monthly parent meeting on November 20th, 2012, Munroe's UIP will be shared with approximately 70-80 parents for feedback and input as well. Throughout the school year at bi-monthly School Leadership Team meetings, we will revisit the Action Plan for our UIP to ensure that we are on track and meeting the implementation goals we established. We will examine implementation benchmarks and update the status of our Action Steps. This process will also be used during monthly Collaborative School Committee (CSC) meetings as a a standing update from the principal.

cde

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.
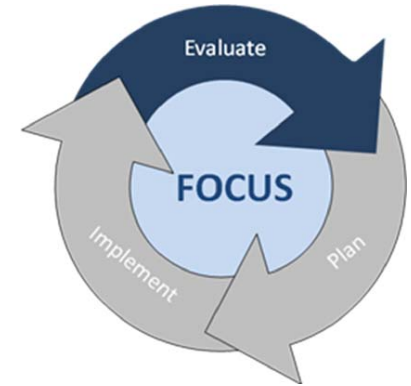
School Target Setting Form

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	Munroe's overall reading scores have increased steadily over three years. In fact, the percentage of proficient students has doubled over a three year period. A priority performance challenge is to close the performance gap for the SpEd and male subgroups. We also need to address the gaps in our ELL populations.	43% of students in grades 3-5 will score Proficient or Advanced on the 2013 Reading TCAP.	49% of students in grades 3-5 will score Proficient or Advanced on the 2014 Reading TCAP.	Comprehensive Assessment Plan reviewed by teachers and school leaders on a trimesterly basis (November, February and May) Compiled Data Sheets (October, November, February and May) will include assessments such as the DRA2/EDL2, Reading Interims, STAR/Early Literacy, and teacher-created assessments to measure students' progress in reading three times a year. Data Sheets will be analyzed and teachers will be asked to reflect on students' growth in one-on-one meetings with School Leaders three times a year (November, February, and May).	Utilize effective differentiation strategies to accelerate students' growth in reading. Utilize formative and summative assessment information to benchmark students' status in relation to grade level expectations and to determine students' proficiency levels at various points throughout the year. Use consistent, schoolwide accountability and data tracking systems to monitor effective instruction and students' learning. Progress monitor students' growth and success of interventions during Data Conversations with all staff members three times a year (November, February, and May).

cde

					Indicators on Standards Based Progress Reports by trimester (November 20, March 7, June 3)	
	M	Munroe's overall math scores have increased steadily over three years.

A priority performance challenge is to close the performance gap for the SpEd and male subgroups.
We also need to address the gap between Exited ELLs/ELLs and Non-ELLs. Our Exited ELLs/ELLs are outperforming the Non-ELL students in Math. | 48% of students in grades 3-5 will score Proficient or Advanced on the 2013 Math TCAP. | 54% of students in grades 3-5 will score Proficient or Advanced on the 2014 Math TCAP. | Comprehensive Assessment Plan reviewed on a trimesterly basis (November, February and May)

Compiled Data Sheets (October, November, February and May) will include assessments such as the Math interims, Everyday Mathematics assessments and teacher-created assessments to measure students' progress in reading three times a year.

Data Sheets will be analyzed and teachers will be asked to reflect on students' growth in one-on-one meetings with School Leaders three times a year (November, February, and May).

Indicators on Standards Based Progress Reports by trimester (November 20, March 7, June 3) | Utilize effective differentiation strategies to accelerate students' growth in math.

Utilize formative and summative assessment information to benchmark students' academic status and to determine students' proficiency levels at various points throughout the year.

Use consistent, schoolwide accountability and data tracking systems to monitor effective instruction and students' learning.

Progress monitor students' growth and success of interventions during Data Conversations with all staff members three times a year (November, February, and May). |
| | W | Munroe's overall writing scores have increased steadily over three years. In fact, the percentage of proficient students has more than doubled over a three year period.

A priority | 32% of students in grades 3-5 will score Proficient or Advanced on the 2013 Writing TCAP. | 36% of students in grades 3-5 will score Proficient or Advanced on the 2014 Writing TCAP. | Comprehensive Assessment Plan reviewed on a trimesterly basis (November, February and May)

Compiled Data Sheets (October, November, February and May) will include assessments such as the Writing interims, Munroe writing prompts and teacher-created assessments to measure students; progress in reading three times a year. | Utilize effective differentiation strategies to accelerate students' growth in writing.

Utilize formative and summative assessment information to benchmark students' academic status in relation to grade level expectations to determine students' proficiency levels at various points throughout the year.

Use consistent, schoolwide accountability and data tracking systems to monitor effective |

			performance challenge is to close the performance gap for the SpEd and male subgroups. We also need to address the gap between Exited ELLs and ELLs/Non-ELLs. Our Exited ELLs are significantly outperforming the latter two groups.			Data Sheets will be analyzed and teachers will be asked to reflect on students' growth in one-on-one meetings with School Leaders three times a year (November, February, and May). Indicators on Standards Based Progress Reports by trimester (November 20, March 7, June 3)	instruction and students' learning. Progress monitor students' growth and success of interventions during Data Conversations with all staff members three times a year (November, February, and May).
		S	Munroe's overall science scores have doubled since 2010.	11% of students in grades 3-5 will score Proficient or Advanced on the 2013 Science TCAP.	19% of students in grades 3-5 will score Proficient or Advanced on the 2014 Science TCAP.	N/A	N/A
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Munroe showed negative median growth percentiles across Reading (57.5 to 52) as measured by the District Median Growth Percentiles. Munroe showed negative median growth percentiles across Reading (58 to 52) as measured by the State Median Growth Percentiles.	Munroe students will meet or exceed a Student Growth Percentile of 55 on the 2013 TCAP (State Target)	Munroe students will meet or exceed a Student Growth Percentile of 55 on the 2014 TCAP (State Target)	Comprehensive Assessment Plan reviewed on a trimesterly basis (November, February and May) Compiled Data Sheets (October, November, February and May) will include assessments such as the DRA2/EDL2, Reading Interims, STAR/Early Literacy, and teacher-created assessments to measure students; progress in reading three times a year. Data Sheets will be analyzed and teachers will be asked to reflect on students' growth in one-on-one meetings with School Leaders three times a year (November, February, and	Utilize effective differentiation strategies to accelerate students' growth in reading. Utilize formative and summative assessment information to benchmark and determine students' proficiency levels at various points throughout the year. Use consistent, schoolwide accountability and data tracking systems to monitor effective instruction and students' learning. Progress monitor students' growth and success of interventions during Data Conversations with all staff members three times a year (November, February, and May).

cde

						May). Indicators on Standards Based Progress Reports by trimester (November 20, March 7, June 3)	
			M	Munroe showed a negative median growth percentile change across Math (42 to 37) as measured by State and District Median Growth Percentiles.	Munroe students will meet or exceed a Student Growth Percentile of 55 on the 2013 TCAP (State Target)	Munroe students will meet or exceed a Student Growth Percentile of 55 on the 2014 TCAP (State Target)	Comprehensive Assessment Plan reviewed on a trimesterly basis (November, February and May) Compiled Data Sheets (October, November, February and May) will include assessments such as the Math interims, Everyday Mathematics assessments and teacher-created assessments to measure students; progress in reading three times a year. Data Sheets will be analyzed and teachers will be asked to reflect on students' growth in one-on-one meetings with School Leaders three times a year (November, February, and May). Indicators on Standards Based Progress Reports by trimester (November 20, March 7, June 3)	Utilize effective differentiation strategies to accelerate students' growth in math. Utilize formative and summative assessment information to benchmark and determine students' proficiency levels at various points throughout the year. Use consistent, schoolwide accountability and data tracking systems to monitor effective instruction and students' learning. Progress monitor students' growth and success of interventions during Data Conversations with all staff members three times a year (November, February, and May).
			W	Munroe showed a negative median growth percentile change across Writing (50 to 49) as measured by State and District Median Growth Percentiles.	Munroe students will meet or exceed a Student Growth Percentile of 55 on the 2013 TCAP (State Target)	Munroe students will meet or exceed a Student Growth Percentile of 55 on the 2014 TCAP (State Target)	Comprehensive Assessment Plan reviewed on a trimesterly basis (November, February and May) Compiled Data Sheets (October, November, February and May) will include assessments such as the Writing interims, Munroe writing prompts and teacher-created assessments to measure students; progress in reading three times a year.	Utilize effective differentiation strategies to accelerate students' growth in writing. Utilize formative and summative assessment information to benchmark and determine students' proficiency levels at various points throughout the year. Use consistent, schoolwide accountability and data tracking systems to monitor effective instruction and students' learning. Progress monitor students' growth and

						Data Sheets will be analyzed and teachers will be asked to reflect on students' growth in one-on-one meetings with School Leaders three times a year (November, February, and May). Indicators on Standards Based Progress Reports by trimester (November 20, March 7, June 3)	success of interventions during Data Conversations with all staff members three times a year (November, February, and May).
		ELP	Munroe showed a positive median growth percentile change across CELA (46 to 49) as measured by District and State Median Growth Percentiles.	N/A	N/A	N//A	N/A
Academic Growth Gaps	Median Student Growth Percentile	R	Significant achievement gaps have persisted over a three year period between SpEd and Non-SpEd students. Significant achievement gaps have persisted over a three year period between male and female students. There are gaps and inconsistencies in the growth of ELL versus Non-ELL students and Exited ELLs have consistently outperformed the	Munroe SpEd students will meet or exceed a Student Growth Percentile of 55 in Reading on the 2013 TCAP. Munroe male students will meet or exceed a Student Growth Percentile of 55 in Reading on the 2013 TCAP.	Munroe SpEd students will meet or exceed a Student Growth Percentile of 55 in Reading on the 2014 TCAP. Munroe male students will meet or exceed a Student Growth Percentile of 55 in Reading on the 2014 TCAP.	Comprehensive Assessment Plan reviewed on a trimesterly basis (November, February and May) Compiled Data Sheets (October, November, February and May) will include assessments such as the DRA2/EDL2, Reading Interims, STAR/Early Literacy, and teacher-created assessments to measure students; progress in reading three times a year. Data Sheets will be analyzed and teachers will be asked to reflect on students' growth in one-on-one meetings with School Leaders three times a year (November, February, and May). Indicators on Standards Based	Utilize effective differentiation strategies to accelerate students' growth in reading. Utilize formative and summative assessment information to benchmark and determine students' proficiency levels at various points throughout the year. Use consistent, schoolwide accountability and data tracking systems to monitor effective instruction and students' learning. Progress monitor students' growth and success of interventions during Data Conversations with all staff members three times a year (November, February, and May).

cde

			former two groups.		Progress Reports by trimester (November 20, March 7, June 3)	
		M	Significant achievement gaps have persisted over a three year period between SpEd and Non-SpEd students. Significant achievement gaps have persisted over a three year period between female and male students. There are gaps and inconsistencies in the growth of ELL versus Non-ELL students and Exited ELLs have consistently outperformed the former two groups.	Munroe SpEd students will meet or exceed a Student Growth Percentile of 55 in Math on the 2013 TCAP. Munroe male students will meet or exceed a Student Growth Percentile of 55 in Math on the 2013 TCAP.	Munroe SpEd students will meet or exceed a Student Growth Percentile of 55 in Math on the 2014 TCAP. Munroe male students will meet or exceed a Student Growth Percentile of 55 in Math on the 2014 TCAP.	Comprehensive Assessment Plan reviewed on a trimesterly basis (November, February and May) Compiled Data Sheets (October, November, February and May) will include assessments such as the Math interims, Everyday Mathematics assessments and teacher-created assessments to measure students; progress in reading three times a year. Data Sheets will be analyzed and teachers will be asked to reflect on students' growth in one-on-one meetings with School Leaders three times a year (November, February, and May). Indicators on Standards Based Progress Reports by trimester (November 20, March 7, June 3)	Utilize effective differentiation strategies to accelerate students' growth in math. Utilize formative and summative assessment information to benchmark and determine students' proficiency levels at various points throughout the year. Use consistent, schoolwide accountability and data tracking systems to monitor effective instruction and students' learning. Progress monitor students' growth and success of interventions during Data Conversations with all staff members three times a year (November, February, and May).
		W	Significant achievement gaps have persisted over a three year period between SpEd and Non-SpEd students. Significant achievement gaps have persisted over a three year period between female and male students. There are gaps and	Munroe SpEd students will meet or exceed a Student Growth Percentile of 55 in Writing on the 2013 TCAP. Munroe male students will meet or exceed a Student Growth Percentile of 55 in Writing on the 2013 TCAP.	Munroe SpEd students will meet or exceed a Student Growth Percentile of 55 in Writing on the 2014 TCAP. Munroe male students will meet or exceed a Student Growth Percentile of 55 in Writing on the 2014 TCAP.	Comprehensive Assessment Plan reviewed on a trimesterly basis (November, February and May) Compiled Data Sheets (October, November, February and May) will include assessments such as the Writing interims, Munroe writing prompts and teacher-created assessments to measure students; progress in reading three times a year. Data Sheets will be analyzed and teachers will be asked to reflect on students' growth in one-on-one	Utilize effective differentiation strategies to accelerate students' growth in writing. Utilize formative and summative assessment information to benchmark and determine students' proficiency levels at various points throughout the year. Use consistent, schoolwide accountability and data tracking systems to monitor effective instruction and students' learning. Progress monitor students' growth and success of interventions during Data Conversations with all staff members three

						meetings with School Leaders three times a year (November, February, and May). Indicators on Standards Based Progress Reports by trimester (November 20, March 7, June 3)	times a year (November, February, and May).
		inconsistencies in the growth of ELL versus Non-ELL students and Exited ELLs have consistently outperformed the former two groups.					
Post Secondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A	
	Disaggregated Grad Rate	N/A	N/A	N/A	N/A	N/A	
	Dropout Rate	N/A	N/A	N/A	N/A	N/A	
	Mean ACT	N/A	N/A	N/A	N/A	N/A	

cde

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: Utilize differentiation strategies to accelerate students' achievement toward grade level proficiency in reading.

Root Cause(s) Addressed: We have not focused on making the instructional shifts that will help students meet Common Core expectations for literacy. We have not addressed how developing students' academic language supports their ability to process and analyze text across content areas.

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)
Training will be provided for all staff new to Munroe or those wanting to revisit professional development content from the 2011-2012 school year. Training will address: • Literacy block logistics and expectations • Writing conferences • Rescuing versus scaffolding; who is doing the work • Intentionality in lesson planning	August 15-16, 2012	School Leaders Teacher Effectiveness Coach (TEC)	*Extra duty pay *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson *Are You Scaffolding or Rescuing?*- Article by Terri Thompson	List of attendees	Completed
Teachers will implement effective Guided Reading instruction across Emergent, Early, Transitional,	Bi-monthly Wednesday	School Leaders TEC	*DPS LEAP Framework for Effective Teaching	Evidence of Best Practices for Guided	In Progress: Ongoing professional development, led

cde

and Fluent stages of reading. Professional Development will target: **K-2** Data analysis using running records, word study, documenting and assessing student reading behaviors, discussion questions, and Guided Writing (how to support students' transfer of book discussions into proficient written analysis of text). **3-5** Word study, standards and analysis of text, questioning to promote higher-order thinking, accountable talk, and Guided Writing (how to support students' transfer of book discussions into proficient written analysis of text). The outcome of these sessions is to develop teachers' understanding of how to use effective strategies to accelerate students' growth as readers so they meet grade level and above expectations.	professional development sessions, broken out in K-2 and 3-5 groups throughout the 2012-2013 school year		*The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson *Common Core State Standards for Literacy *Fountas and Pinnel's *Continuum of Literacy Learning* *DPS PCK Modules *Munroe Guided Reading lesson plan templates *DPS Best Practices and Look Fors in Guided Reading	Reading will be observed in all classrooms. Teachers will actively use their lesson plans during Guided Reading instruction (observable). Peer observations and walkthroughs with learning teams and district personnel will be used as mechanisms for providing specific feedback to teachers regarding implementation of best practices related to Guided Reading. School leaders and teachers will provide feedback about observable teacher and student behaviors that demonstrate evidence of rigor and acceleration. TEC will facilitate grade level coaching cycles related to Guided Reading.	by TEC and differentiated for K-2 and 3-5 In Progress: TEC-led coaching cycles in 3-5 in progress through November. K-2 cycles will take place in November through January. Monthly walkthroughs will take place with Instructional Superintendent, School Leaders, TEC, and teachers on: • October 19 • November 27 • December 13 • January 25 • February 7 • April 18
Optional professional development sessions will review content studied in the 2011-2012 school year as well as areas outlined by the LEAP Framework for Effective Teaching: • Content/language objective(s) (CLOs)	October 2012- May 2013	TEC Teacher Leaders	*Extra duty pay *DPS LEAP Framework for Effective Teaching	List of attendees Walkthroughs by school leaders and TEC will be used as mechanisms for	In progress • October 15 – CLOs • October 22 – Transitional level Guided Reading

• Components/Purpose of Guided Reading • Effective Guided Reading instruction across Emergent, Early, Transitional, and Fluent stages of reading • Strategies for developing Accountable Talk in the classroom • Effective questioning techniques that promote rigorous thinking and conversations			*The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson *Common Core State Standards for Literacy *Fountas and Pinnel's *Continuum of Literacy Learning* *Munroe Guided Reading lesson plan templates *DPS Best Practices and Look Fors in Guided Reading *Classroom Discussions: Using Math Talk to Help Students Learn* by Chapin, O'Connor, and Anderson	providing specific feedback to participating teachers regarding implementation of best practices related to Guided Reading.	• October 29 – Early level Guided Reading • November 5 – Emergent level Guided Reading • November 19 – Fluent level Guided Reading • January-February- Using Accountable Talk to create classroom discussions • April-May- Questioning for rigor
Teachers will examine literacy trajectories across K-5 Common Core State Standards for Literacy in vertical teams. This work will include identifying common threads and how expectations change from one grade level to the next in order to increase rigor.	2012-2013 school year	Teacher Leaders TEC	*Common Core State Standards for Literacy and Language Arts *Pathways to the Common Core* by Lucy Calkins, Mary Ehrenworth,	Once every five weeks, teachers will work in vertical teams to examine literacy standards in order to build a conceptual understanding of what is expected throughout	In progress: Teacher Leaders attended CCSS literacy sessions in June, July, and September 2012. Whole-staff vertical Professional Development

			and Christopher Lehman *Teacher Leader Academy (Literacy Strand)	each grade level.	beginning on November 28, 2012 with an initial launch on August 22, 2012.
Interventions staff will diagnose and analyze students' reading needs in order to provide targeted, small group, high quality lessons to accelerate students' growth.	2012-2013 school year	Interventions Staff School Leaders Jessica Lujan, Peer Observer TEC	*Munroe Interventions Plan (developed in May 2012 and shared with staff on September 5, 2012) *DPS LEAP Framework for Effective Teaching *Fountas and Pinnel's benchmark Assessment System *Student progress reporting tool	Individual Interventions PD plan progress reflections will be submitted monthly to school leaders (optional if needed). Interventions staff will provide progress updates to classroom teachers on a weekly basis using a staff generated template which identifies students' strengths and needs as readers.	In progress: Weekly Interventions Team meetings, which began on September 24, 2012
We will use Peer Observation Protocols to provide differentiated opportunities for teachers to learn from one another in self-identified areas for growth.	2012-2013 school year	School Leaders Teachers TEC	*Peer Observation Protocols developed by teachers, our TEC, and School Leaders	Teachers will make improvements to their practices in self-identified areas.	In progress: Began with Kindergarten and 2nd grade teachers in October with plans to expand to other grade levels.
We will use the Close Reading strategy to increase teachers' understanding of how to support students with text analysis and comprehension.	2012-2013 school year	Grade level Teams School Leaders	*DPS Pacing and Planning Guides *DPS Interdisciplinary Units	School leaders will have conversations with teachers about Close Reading activities during the implementation of applicable units.	Ongoing throughout the 2012-2013 school year
Students will listen to a Book-of-the-Month text and	2012-2013	School Leaders and Classroom	Book-of-the-Month texts:	School Leaders will collect students' reading	In progress:

respond to it in writing. • A template will be created for students to record their responses. It will be grade level specific and include language frames and suggested language to support students with their writing. • Transcript of the texts (in English and Spanish) will be provided to students so that they can readily refer to the text and cite evidence from it to support and enhance their responses. • School Leaders will read and teach in classrooms for one hour sessions. • Writing will be collected and analyzed by School Leaders. • Written feedback will be provided to teachers and students on strengths and areas to focus on when responding to text.	school year	Teachers	*_The Kissing Hand_ by Audrey Penn *_Giraffes Can't Dance_ by Giles Andrede * _The Three Little Javelinas_ by Susan Lowell *_Sonia Sotomayor: A Judge Grown in the Bronx_ by Jonah Winter and Edel Rodriguez * _Abuela_ by Arthur Dorros *Text transcriptions in English and Spanish	responses and select the ones that are most proficient by classroom. Students' work will be displayed in the front entry showcase and students may be selected to read their responses weekly over the PA system, to the whole school.	School Leaders are scheduled to read and teach in Kindergarten-5th grade classrooms (one hour sessions).

* 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).

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

Major Improvement Strategy #2: Implement Data Team cycles to support data-driven instructional strategies.

Root Cause(s) Addressed: We have not identified standards-based learning outcomes and connected these to planning, instruction, and assessment in order to provide targeted instruction that accelerates students' growth in reading, writing, and math.

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)
Instructional teams implement Data Team cycles across content areas with the following components: • Identification of essential learning goals, expectations, and length of Data Team cycle • Pre- and Post-Assessments • Common grade level rubrics • Data and Student Response Analysis • Identification of student needs and instructional strategies • SMART goals • Backwards Design Lesson Planning • Progress Monitoring tools • Ongoing Analysis of student work • Intentional student groupings • Ongoing academically focused descriptive feedback to students • Reflection on student growth • Data displays (optional)	2012-2013 School Year	School Leaders Teacher Leaders	*_Driven by Data_ by Bambrick-Santoyo *_Leverage Leadership_ by Bambrick-Santoyo *Common Core State Standards for Literacy and Math *_Understanding by Design_ by Grant Wiggins and Jay McTighe	School leaders will work with Data Teams on an ongoing basis. School leaders will meet with individual teachers for 30 minutes at the beginning of each Data Team cycle to analyze student data in relation to instructional strategies.	Instructional teams meet bimonthly to engage in Data Team conversations.

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)

Title I Accountability: Parent Engagement, Involvement, and Improved Communication

Major Improvement Strategy #3: Engage and Involve parents in the work of our school in order to raise student achievement by enlisting parents as active partners in the education of our students.

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	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Hold monthly meetings to train and educate parents regarding ways they can become informed and involved in their children's education at Munroe. • Monthly- Reading of Book-of-the-month and engaging parents in the process of producing written responses to text • September- Parent/Teacher Home Visit Project and Parent Volunteer Program • October- School Performance Framework and Title 1 Accountability Plan • November- Conferences and Side-by-side Reading Strategies • December- Unified Improvement Plan and Bullying • January- Building Students' Success through	September 25, 2012 October 23, 2012 November 20, 2012 December 18, 2012 January 29, 2013 February 26, 2013 March19 , 2013 April 23, 2013 May 21, 2013	Principal School Family Liaison Parent Engagement Community Specialist Outside Speakers/ Presenters from Neighborhood Resources	Title 1 Parent Involvement Funds for food, materials, and incentives/prizes for participation and attendance	Meetings will be held monthly. Attendance will be recorded and evaluations will show the content was useful and informative.

cde

RtI (Response to Instruction) • February- Nurturing Creativity in your Child • March- Health and Wellness • April- Positive Parenting and End-of Year Assessments • May- Summer Academic Extensions and Community Resources				
Hold Parent Workshops at various grade levels to actively engage parents of students.	Ongoing during 2012-2013 school year	Specific staff members who volunteer to host workshops	Title 1 Parent Engagement funds	Parents will attend workshops. Attendance will be recorded and parent involvement will increase in classrooms of participating teachers.
Host Family Nights for parents to work with their children on fun projects and content-based activities to support and extend learning at home. Winter: • Make-and-Take Activities • Everyday Math Games • Fact Triangles • Suggestions for working at home to build Math skills Spring: • Literacy Night	Math Nights: Grades ECE-2 December 4, 2012 5:00-6:30 Grades 3-5 January 15, 2013 5:00-6:30 Literacy Nights: Grades ECE-2 April 16, 2013 Grades 3-5 May 7, 2013	School Family Liaison Assistant Principal Specific staff members Principal	21st Century Grant Funds	Parents will attend Family Nights and incorporate ideas and strategies from these nights into activities at home. Parents will complete a survey/ evaluation of the value of the activity/Family Night.
Send written communication in English and Spanish to all parents in Thursday folders: • Monthly school newsletter from Principal • Monthly grade level newsletters • Updates, reminders • Incorporate authentic writing (invitations and/or flyers created by students) to invite parents to upcoming events such as conferences, family nights, etc.	2012-2013 school year	Principal All teachers	None	Parents will be informed about grade level units of study and ways to support students at home. We will receive positive feedback in this area according to Parent Satisfaction Surveys (positive response of 90% or higher).

Host curriculum nights during the month of September and October 2012 so that parents can interact with teachers and learn what is expected at each grade level. • ECE- September 24th-4:00-6:00 p.m. (2 groups) and September 17th 10:15-11:30 a.m. and 2:30-3:15 p.m. (2 groups) • Kindergarten- September 5th - 4:00-5:00 p.m. • 1st Grade September 27th- 5:00-6:00 p.m. • 2nd Grade September 12th- 5:00-6:00 p.m. • 3rd Grade September 20th- 5:00-6:00 p.m. • 4th Grade September 18th- 5:00-6:00 p.m. • 5th Grade September 13th- 5:00-6:00 p.m. • Physical Education Curriculum Nights 5:00-6:00 p.m. *5th- October 2nd *4th- October 4th *3rd- October 9th *2nd- October 11th *1st- October 16th *Kindergarten- October 18th • Technology, Music, and Arts Integration Nights *2nd/3rd Grade- December 13th at 5:30 p.m. *Kindergarten/1st Grade- March 19th at 5:30 p.m. *4th/5th Grade- May 7th at 5:30 p.m.	September 2012-November 2012 Grade Level and Specials Curriculum Nights	All Teaching Staff	None	Informal discussions will generate positive feedback on providing structured opportunities to hear pertinent school information. We will reflect as a staff on strategies to improve BTSN in the future.
Place robo calls to students' homes to notify parents of important information: • Meetings, holiday, deadline reminders	Ongoing through 2012-2013 school year	Principal School Secretary	None	Students will not report to school when it is not in session, children will be picked up on time, and deadlines for requested information will be met.
Parents will participate in on-site and district leadership opportunities: • Southwest Regional Meetings • Superintendent's Parent Leadership Forum	Monthly during 2012-2013 school year	Family Liaison Principal Parent Engagement Community Specialist		Parents will collaborate with teachers to create positive home/school connections and to develop ways to bridge and build two-way communication systems in order to increase parent involvement.

		Specific staff Parent Leaders		
• Collaborative School Committee • District ELA meetings • CSC Fall Summit				
Encourage attendance and participation in Parent/Teacher Conferences	November 2012 February 2013	All Staff	None	All staff members will hold conferences with parents regarding students' progress with the goal of 100% parent participation.
Increase participation in the Parent Teacher Home Visit Project Program • Train additional staff members • Ask that all staff conduct at least one home visit by the end of September • Track number of home visits conducted by each team (front entry display of graph)	August 15, 2012- training for all interested staff PTHVP Conference in Denver, CO October 26-28, 2012 Home visits ongoing through 2012-2013 school year	School Family Liaison Lead Teacher Trained Staff	District grant to pay teachers to conduct home visits	Teachers will participate in home visits and log their reflections and time though a formal log entry maintained by PTHVP Site Coordinator. Principal will review the log monthly to track the number of home visits being recorded. This data will be compiled and shared with the CSC, SLT, and grant sponsors.
Increase participation in the Parent Volunteer Program to enlist parental support and involvement in school support activities.	2012-2013 school year	School Family Liaison Principal	Title I Parent Involvement funds to pay for book incentive for parent volunteers.	Staff members will post volunteer activities for parents to participate in. Parents will sign up to volunteer, record their time, and be rewarded acknowledged by the gift of a free children's book. Parent volunteer hours will be reviewed monthly by the School Family Liaison and the Principal and shared with the SLT and CSC. Host volunteer appreciation event to recognize volunteerism at Munroe in April of 2013.
Send home Trimesterly Progress Reports in English and Spanish to inform parents of their child's progress in relation to grade level expectations and State Standards and of the concepts and skills being covered.	November 2012, February 2013, and June 2013	Principal Teachers	None	The principal will read all Progress Reports before they go home with students to evaluate consistency and to provide feedback to teachers.
Host a variety of classes for parents including: • Parenting Partners • Love and Logic • Zumba • Computer Classes	October 2012-May 2013	Teachers School Family Liaison Metro State University Adult Education teacher	Funding from grants related to Family Literacy	Parent participation will be recorded and monitored on an ongoing basis by the Principal and School Family Liaison.

cde

• Family Literacy Program				
Establish a Communication and Parent Engagement Team with representation at each grade level to: • Ensure ongoing communication • Identify ways to engage parents in volunteerism opportunities • Identify and pan for community events	The team will meet bi-monthly or as needed through the 2012-2013 school year.	Grade level /team representatives Principal School Family Liaison	Solicitation of community and local business involvement	The CAPE Team was established in September and meets bi-monthly.
Revise the Munroe Parent/ Student/ Teacher/ Administrator Agreement (Parent Compact) and include this in registration materials to be read and signed by parents and students	August 2012	Principal Assistant Principal Secretary Office Team	None	The Agreement was revised and was part of our registration paperwork. It is also included in paperwork for ongoing enrollment throughout the year.
Continue improvements to the New Student Induction Program • New students are welcomed to the school, given a tour by student ambassadors, and assessed with a writing prompt and reading assessment • Once students are assigned to a classroom, assessment information is sent to classroom teachers	2012-2013 School year, beginning September 17th	Principal Assistant Principal Administrative Intern 5th grade Student Ambassadors	None	Ongoing through the school year, communication and assessment information is sent to staff a day prior to new student enrollment.

UIP Addendum: All core content teachers are highly qualified

Licensure and certifications for all staff will be reviewed to ensure that everyone is highly qualified for the positions they work in.	August-September 2012 ongoing if needed	Principal	Human Resources Department Personnel	All staff members are highly qualified.
The Principal will work with the Human Resources Department to recruit, review, hire, and retain highly qualified staff members. • Attend job/hiring fairs. • Assign new teachers to in-building mentors. • Use Munroe Guest Teacher Budget funds to hire Guest Teachers for four ½ day sessions for mentors and mentees to work collaboratively together.	2012-2013 school year ongoing	Principal CSC Personnel Committee	Guest Teacher Budget for mentor-mentee days	Our school will have less staff turnover than in previous years.

• Host monthly meetings for new teachers to respond to questions or concerns.				

UIP Addendum: How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?

School administrators, Kindergarten, and ECE (Early Childhood Education) teachers will meet three times a year to: • Discuss curriculum expectations and essential literacy and math skills needed for success in Kindergarten • Discuss ongoing Data Team work related to student growth- what does work look like in ECE vs. Kindergarten? • Analyze results of TS Gold assessment data	November 2012 February 2013 April 2013	Principal Assistant Principal Kindergarten Teachers ECE Teachers	None	Informal evaluations of the meetings will indicate clear understandings of the curricular connections between ECE and Kindergarten students and staff knowledge of the continuum of learning between the two levels.
Kindergarten and ECE teachers will meet together in the spring to discuss academic strengths and needs of students moving into Kindergarten and to determine optimal classroom placements.	May 2013	Principal Assistant Principal Kindergarten Teachers ECE Teachers	None	Kindergarten teachers will have useful assessment information and data to plan for instruction for the 2013-2014 school year.

UIP Addendum: How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?

We coordinate funds in the following ways: • Title I funds: 1. Salaries of teachers and paraprofessionals 2. Intervention materials 3. Instructional materials 4. Extra pay for teachers who host after-school and evening workshops for parents 5. Text resources to support Professional Development • Title II funds: 1. Partial funding of salary for RtI Interventions Coordinator 2. Guest teachers for classroom coverage to facilitate peer observations	2012-2013 school year	Principal CSC School Leadership Team	Title I Title II	We review our budget allocations with the School Leadership Team and Collaborative School Committee (which also includes parents). We will use evaluations from parent activities to make adjustments if necessary throughout the year. We meet monthly with district Budget Partner to ensure alignment and proper use/allocation of financial resources.