

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6397 School Name: ACADEMIA ANA MARIE SANDOVAL SPF Year: 2012 Accountable by: 3 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	72.05%	-	-	69.45%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	56.32%	-	-	
		W	54.84%	-	-	49.28%	-	-	
		S	45.36%	-	-	47.67%	-	-	
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 * Consult your School Performance Framework for the ratings for each content area at each level.
		R	Elem	MS	HS	Elem	MS	HS	
		M	31	-	-	59	-	-	
		W	63	-	-	64	-	-	
		ELP	51	-	-	63	-	-	
	37	-	-	38	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

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

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Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school’s improvement efforts? When was the grant awarded?	N/A
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	N/A
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.	N/A

Improvement Plan Information

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

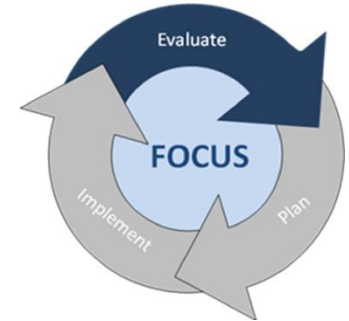
- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	JoAnn Trujillo Hays, Principal
	Email	Joann_trujillo-hays@dpsk12.org
	Phone	720-424-4372
	Mailing Address	3655 Wyandot St. Denver, CO 80211
2	Name and Title	Araceli del Carmen O’Clair, Principal Resident
	Email	Araceli_occlair@dpsk12.org
	Phone	720-424-4376
	Mailing Address	3655 Wyandot St. Denver, CO 80211

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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)	WRITING: Students will move from 46% Proficient or Above to 52% on the 2011-2012 TCAP.	In 2011-2012, the target was met with students moving from 46% Proficient or Above to 54% Proficient or Above. We matched the State performance and exceeded the District by 15%.	As a Dual Language Montessori school, we discovered that there was a lack of alignment between the Montessori curriculum and the District’s Writing Workshop. As a result, we created a research-based writing curriculum that aligned with the Montessori curriculum, using resources such Lucy Caulkins, Montessori Language Albums, MyAccess (4 th -6 th), and 6-Trait Writing. We coupled this with extensive professional development exploring the writing

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Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth	Not set		process. Teachers also collaborated and observed each other through Learning Walks. Efforts and focus were examined for commonalities. Future work was narrowed and prioritized future work. This process strengthened the quality of teaching, and therefore, the quality and quantity of student writing.
Academic Growth Gaps	Not set		
Post Secondary Readiness	Not set		

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Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
Academic Achievement (Status)	<p style="text-align: center;">TCAP Reading</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>68%</td> <td>61%</td> <td>65%</td> <td>67%</td> <td>76%</td> </tr> </tbody> </table> <p>The percentage of students overall at Sandoval scoring proficient and advanced in TCAP Reading between 2008-2012 has been 68%, 61%, 65%, 67% and 76% respectively resulting in an upward trend which is 4% above the state expectation of 72.05%.</p>		2008	2009	2010	2011	2012	Reading	68%	61%	65%	67%	76%	<p>Overall math performance is declining across grade levels and below the state expectation by 16%.</p> <p>ELL students are performing well below non-ELL students in all content areas across grade levels 3rd-6th.</p>	<ul style="list-style-type: none"> • Lack of alignment of the Montessori Math curriculum and state standards. • There exists a gap in math materials and specific lessons for use of these materials. • Lack of explicit instruction and intensity especially with math vocabulary in order to transfer concepts from L1 to L2.
	2008	2009	2010	2011	2012										
Reading	68%	61%	65%	67%	76%										

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p style="text-align: center;">TCAP Writing</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>47%</td> <td>46%</td> <td>46%</td> <td>46%</td> <td>54%</td> </tr> </tbody> </table> <p>The percentage of students overall at Sandoval scoring proficient and advanced in TCAP Writing between 2008-2012 has been 47%, 46%, 46%, 46% and 54% respectively resulting in a stagnant then upward trend which is .84% below the state expectation of 54.84%.</p>		2008	2009	2010	2011	2012	Writing	47%	46%	46%	46%	54%		
	2008	2009	2010	2011	2012										
Writing	47%	46%	46%	46%	54%										

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p style="text-align: center;">TCAP Writing</p> <table border="1" data-bbox="457 581 993 711"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Non-ELL</td> <td>71%</td> <td>63%</td> <td>58%</td> <td>59%</td> <td>62%</td> </tr> <tr> <td>ELL</td> <td>23%</td> <td>27%</td> <td>30%</td> <td>28%</td> <td>38%</td> </tr> </tbody> </table> <p>Upon taking a closer look at Writing data for the past 5 years, we see that the gap between ELL and non-ELLs has been closing as measured by their TCAP “At or Above proficiency level” (Non-ELLs - 2008: 71%; 2009: 63%; 2010: 58%; 2011: 59%; 2012: 62% / ELLs-2008: 23%; 2009:27%; 2010: 30%; 2011: 28%; 2012: 38%) Non-ELLs have a downward trend and ELLs have an upward trend. Non-ELLs are 12% above state expectation of 54.84% while ELLs are significantly below by 17%.</p>		2008	2009	2010	2011	2012	Non-ELL	71%	63%	58%	59%	62%	ELL	23%	27%	30%	28%	38%		
	2008	2009	2010	2011	2012																
Non-ELL	71%	63%	58%	59%	62%																
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p style="text-align: center;">TCAP Math</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>62%</td> <td>48%</td> <td>53%</td> <td>62%</td> <td>54%</td> </tr> </tbody> </table> <p>The percentage of students overall at Sandoval scoring proficient and advanced in TCAP Math between 2008-2012 has been 62%, 48%, 53%, 62% and 54% respectively resulting in a downward trend which is 16% below the state expectation of 70.11%.</p>		2008	2009	2010	2011	2012	Math	62%	48%	53%	62%	54%		
	2008	2009	2010	2011	2012										
Math	62%	48%	53%	62%	54%										

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p style="text-align: center;">TCAP Math</p> <table border="1" data-bbox="457 706 993 831"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Non-ELL</td> <td>77%</td> <td>68%</td> <td>69%</td> <td>76%</td> <td>72%</td> </tr> <tr> <td>ELL</td> <td>49%</td> <td>29%</td> <td>36%</td> <td>46%</td> <td>32%</td> </tr> </tbody> </table> <p>Upon taking a closer look at Math data for the past 5 years, we see that our ELLs have significant gaps as measured by their TCAP “At or Above proficiency level”: (2008: 49%; 2009:29%; 2010: 36%; 2011: 46%; 2012: 32%) They are consistently lagging behind by 30% to 40% when compared to non-ELL’s and well below the state expectation of 70.11%.</p>		2008	2009	2010	2011	2012	Non-ELL	77%	68%	69%	76%	72%	ELL	49%	29%	36%	46%	32%		
	2008	2009	2010	2011	2012																
Non-ELL	77%	68%	69%	76%	72%																
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p style="text-align: center;">TCAP Science</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Science</td> <td>41%</td> <td>37%</td> <td>40%</td> <td>57%</td> <td>46%</td> </tr> </tbody> </table> <p>The percentage of students overall at Sandoval scoring proficient and advanced in TCAP Science between 2008-2012 has been 41%, 37%, 40%, 57% and 46% respectively resulting in an upward trend which is .64% above the state expectation of 45.36%.</p>		2008	2009	2010	2011	2012	Science	41%	37%	40%	57%	46%		
	2008	2009	2010	2011	2012										
Science	41%	37%	40%	57%	46%										

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p style="text-align: center;">TCAP Science</p> <table border="1" data-bbox="457 743 993 868"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Non-ELL</td> <td>71%</td> <td>56%</td> <td>64%</td> <td>81%</td> <td>77%</td> </tr> <tr> <td>ELL</td> <td>20%</td> <td>0%</td> <td>19%</td> <td>25%</td> <td>20%</td> </tr> </tbody> </table> <p>Upon taking a closer look at Science data for the past 5 years, we see that our ELLs have significant gaps as measured by their TCAP “At or Above proficiency level”: (2008: 20%; 2009:0%; 2010: 19%; 2011: 25%; 2012: 20%) They are consistently lagging behind by 50% when compared to non-ELL’s and well below the state expectation of 70.11%.</p>		2008	2009	2010	2011	2012	Non-ELL	71%	56%	64%	81%	77%	ELL	20%	0%	19%	25%	20%		
	2008	2009	2010	2011	2012																
Non-ELL	71%	56%	64%	81%	77%																
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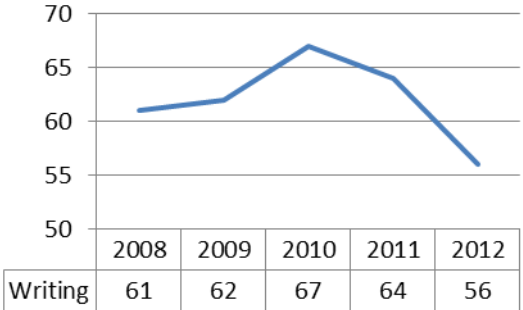
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
Academic Growth	<p style="text-align: center;">TCAP Reading MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>59</td> <td>51</td> <td>62</td> <td>58</td> <td>50.5</td> </tr> </tbody> </table> <p>Reading: TCAP Reading MGP overall is in decline from 2008-2012 with 59, 51, 62, 58, 50.5%ile respectively and is 19.5 percentile points above the state expectation of 31.</p>		2008	2009	2010	2011	2012	Reading	59	51	62	58	50.5	<p>In comparison to all of the MGPs in each content area, Writing surfaces as the one of most concern considering its more significant decline. Specifically, the 5th grade class (6th graders in 2012-2013) have demonstrated below 50%ile for two consecutive years (2011: 41% and 2012: 50%).</p> <p>The 4th grade (5th graders in 2-12-2013) MGPs for Reading and Math on TCAP for 2012 are below the 50%ile (Reading: 37% and Math: 45%).</p>	<ul style="list-style-type: none"> • Lack of explicit instruction and intensity especially with writing vocabulary in order to transfer concepts from L1 to L2. • Lack of alignment between Montessori writing curriculum and the writer’s workshop model • Writer’s workshop model is not implemented consistently across all grade levels with in primary, lower and upper elementary. • Lack of teachers providing sustained independent or group writing time. • Lack of strong academic language in L1 and L2.
	2008	2009	2010	2011	2012										
Reading	59	51	62	58	50.5										

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
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	2008	2009	2010	2011	2012																
ELL	52	46	59.5	63.5	69																
Non-ELL	64.5	52.5	63	53	42																

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p style="text-align: center;">TCAP Writing MGP</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>61</td> <td>62</td> <td>67</td> <td>64</td> <td>56</td> </tr> </tbody> </table> <p>Writing: TCAP Writing MGP overall is in decline from 2008-2012 with 61, 62, 67, 58, 56%ile respectively and is 5 percentile points above the state expectation of 51.</p>		2008	2009	2010	2011	2012	Writing	61	62	67	64	56		
	2008	2009	2010	2011	2012										
Writing	61	62	67	64	56										

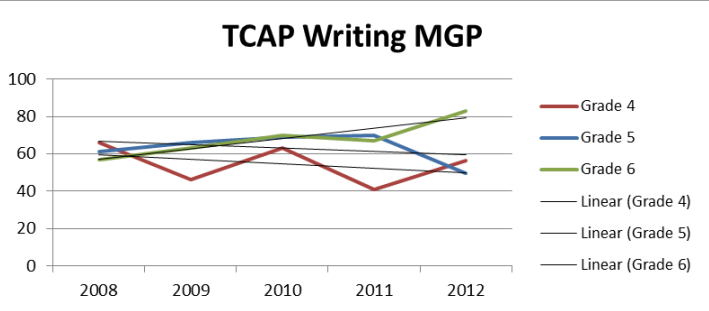
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p style="text-align: center;">TCAP Math MGP</p> <table border="1" data-bbox="457 716 982 797"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>55.5</td> <td>51.5</td> <td>63</td> <td>66</td> <td>60</td> </tr> </tbody> </table> <p>Math: TCAP Math MGP overall has increased from 2008-2012 with 55.5, 51.5, 63, 66, 60%ile respectively and is 3 percentile points below the state expectation of 63.</p>		2008	2009	2010	2011	2012	Math	55.5	51.5	63	66	60		
	2008	2009	2010	2011	2012										
Math	55.5	51.5	63	66	60										

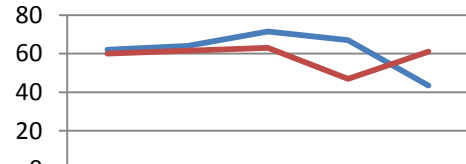
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
Academic Growth Gaps	<p style="text-align: center;">TCAP Writing MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Writing</td> <td>61</td> <td>62</td> <td>67</td> <td>64</td> <td>56</td> </tr> </table> <p>Writing: TCAP Writing MGP overall has declined from 2008-2012 with 61, 62, 67, 64, 56%ile points respectively, but is above the state expectation of 51%ile, which is 5 percentile points above.</p>		2008	2009	2010	2011	2012	Writing	61	62	67	64	56	<p>Priority Performance Challenge: Declining Writing growth scores for ELL and non-ELLs</p>	<ul style="list-style-type: none"> • Data from ELL students, who scored less than 50 on the median growth percentile report for TCAP, showed that 80% of those ELL students received formal intervention through the RtI process. Students have been supported by a native Spanish-speaking Paraprofessional under the direction of the Special Education Teacher (who is a mono-lingual English speaker); therefore, the instructional quality may be compromised. • In addition, the Intervention Teacher was only able to support these students in their second language. Had ELLs who are in Special Education, spent more instructional time in their native language in the classroom developing literacy skills, this would have served to strengthen the second language. (This applies to specifically to ELL students who made less than one year's growth in writing.) • Communication between RtI instructors and classroom teachers was not as strong as it should have been.
	2008	2009	2010	2011	2012										
Writing	61	62	67	64	56										

* 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).

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;">TCAP Writing MGP</p>  <p>By taking a more critical look at TCAP Writing MGP by grade, we found that both 4th and 5th grade have a downward trend (4th – 2008: 66; 2009, 46; 2010: 63; 2011 :41; 2012: 56.6 / 5th – 2008: 61; 2009: 66; 2010: 69; 2011: 70; 2012: 49.5) 4th grade is above state expectation of 51 by 5.5 percentage points. 5th grade is below the state by 1.5 percentage points. 6th grade has an upward trend (2008: 57; 2009: 63; 2010: 70; 2011: 67; 2012: 83). These scores exceed the state expectation by 32 percentage points.</p>		

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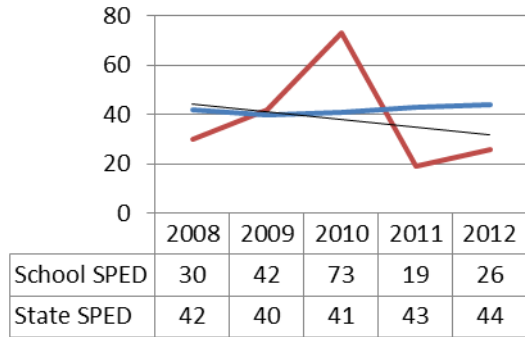
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p data-bbox="483 365 945 414">TCAP ELL Writing MGP</p>  <table border="1" data-bbox="462 609 966 730"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>62</td> <td>64</td> <td>71.5</td> <td>67</td> <td>43.5</td> </tr> <tr> <td>Non-ELL</td> <td>60</td> <td>61.5</td> <td>63</td> <td>47</td> <td>61</td> </tr> </tbody> </table> <p data-bbox="409 779 1018 990">The median growth percentile of ELL students in the TCAP Writing had been increasing from 2008-2011, making more than a year’s growth (62, 64, 71.5, and 67) except for 2012 when it dipped to 43.5, thus making that particular year’s results less than a year’s growth.</p>		2008	2009	2010	2011	2012	ELL	62	64	71.5	67	43.5	Non-ELL	60	61.5	63	47	61		
	2008	2009	2010	2011	2012																
ELL	62	64	71.5	67	43.5																
Non-ELL	60	61.5	63	47	61																

* 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).

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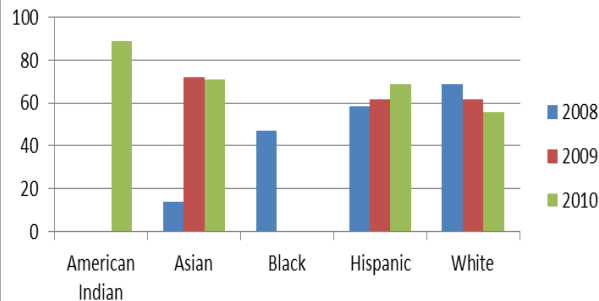


TCAP Writing MGP



TCAP Writing MGP for the Special Education population at Sandoval from 2008-2012 has declined 30, 42, 73, 19, 26 respectively.

TCAP Writing MGP



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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>A demographic chart of TCAP Writing MGP shows that from 2008 to 2010, the Hispanic population has increased percentage points from 58.5, 62, to 69 respectively. The White population has declined from 69, 62, to 55.5 respectively.</p>																				
	<p style="text-align: center;">TCAP Math MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>48</td> <td>47.5</td> <td>53</td> <td>67</td> <td>55.5</td> </tr> <tr> <td>Non-ELL</td> <td>75</td> <td>53</td> <td>68.5</td> <td>65</td> <td>64</td> </tr> </tbody> </table> <p>The median growth percentile of ELL students scoring proficient and advanced in TCAP Math has increased from 2008-2012 (48, 47.5, 53, 67, 55.5) but are still performing below the state expectation of 63rd percentile.</p>		2008	2009	2010	2011	2012	ELL	48	47.5	53	67	55.5	Non-ELL	75	53	68.5	65	64	<p>Strengthening our progress monitoring systems to ensure student progress, especially ELLs', according to Montessori work and CCSS</p>	<ul style="list-style-type: none"> • Colorado State Standards were not correlated to the Montessori Math Curriculum. • Gaps in materials and presentations had not been identified; therefore, it was not possible to successfully deliver supplemental materials and/or presentations.
	2008	2009	2010	2011	2012																
ELL	48	47.5	53	67	55.5																
Non-ELL	75	53	68.5	65	64																

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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:
 Through our Dual Language Montessori program, we provide an equitable and quality standards-based education to a diverse community of children, utilizing both English and Spanish. We are committed to educating children during their nine years at Academia Sandoval with a focus on children becoming bilingual/biliterate and closing the achievement gap between native Spanish and native English speaking students. Academia Sandoval cultivates the child's own desire to learn and maintains a quality child-centered environment for students to develop critical thinking skills and work independently, through a balance of discipline and freedom. We embrace the teaching and learning of Peace Education so that children take responsibility for themselves, learn their place in the universe, become good stewards of the world, understand interdependence and shared responsibility, and become problem solvers and facilitators of conflict resolution.

Academia Sandoval currently has 394 students – 40% Native Spanish (ELLs) and 60% Native English (SLLs). The ethnic breakdown of the student population is: 38% White, 58% Hispanic, 1% Asian and 3% one or more races. Additional information: 34% FRL, 5.8% SPED, 36.1% ELL; 96% Attendance; 5 Suspensions during the 2011-2012 school year. There are 39 students currently receiving Special Education services: 25 receive Speech and Language support and the remainder receive Math and/or Language Arts support

The 2012-13 school year has brought change in terms of the continuity of classroom teachers and experience. Only one teacher is new to teaching but not new to the school (served last year as a paraprofessional). There are 29 certificated staff: 68% Hispanic, 30% White, 1% Asian, and 1% multi-racial. There are 24 classified staff, 70% Hispanic, 29% White, 1% Black.

Parents are involved to a high degree. Approximately 85% have participated at the school in some capacity. Opportunities range from supporting student learning in the classrooms to serving on the school’s non-profit fundraising committee.

There are currently 36 children identified as Gifted and Talented (GT) with 10 of those being Highly Gifted. Four years ago, Latino students were significantly under-

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represented. Current percentages are: 42% Hispanic, 53% White and 5% more than one race. This change in identification occurred as a result of the following: Teachers have been trained in implementing the Kingore Observation Inventory (KOI) as a method of identifying those students who might have been missed as GT. The teacher of GT students went into classrooms and taught lessons where students could show areas of Advanced Language, Analytical Thinking, Meaning Motivated, Perspective, Sense of Humor, Sensitivity and Accelerated Learning. Classroom teachers observed students and work was scored using the indicators as part of the body of evidence in identifying more second language/diverse learners.

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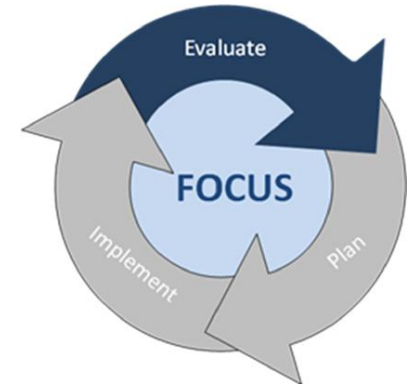
Section IV: Action Plan(s)

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.



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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		DPS		DPS		
		M	Strengthening our progress monitoring systems to ensure student progress according to Montessori work and CCSS	73%		78%		Student progress on Math Grid for all levels Correlate the sequence of Montessori Math Curriculum to the Common Core State Standards
		W	Understanding what supports we can provide for the 46% of students who are not proficient including the 62% of ELLs who are not proficient.	56%		60%		<ul style="list-style-type: none"> • Winter and Spring Writing Interim • My Access! Writing Reports – Upper Elementary • Monthly Writing Sample Analysis • Montessori Record Keeping and/or More Montessori (electronic version) for the Language Curriculum Consistent implementation of Writer’s Workshop
		S						
Academic Growth	Median Student Growth Percentile	R						
		M	ELLs need strand in L2 that focuses on				Student progress on Math Grid for all levels Correlate the sequence of Montessori Math	

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	(TCAP/CSAP & CELApro)		math vocabulary				Curriculum to the Common Core State Standards
		W	Identifying and providing the needed supports our ELLs in Special Education need in writing				
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M	Strengthening our progress monitoring systems to ensure student progress, especially ELLs', according to Montessori work and CCSS				
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

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Action Planning Form for 2012-13 and 2013-14

Major Improvement Strategy #1: For Math, we want to improve instruction by correlating the scope and pacing of the Montessori Curriculum to the Common Core State Standards in order to monitor student progress throughout the school year.

Root Cause(s) Addressed:

- We do not know what Montessori work directly teaches each Math standard
- Student progress difficult to visually demonstrate because Montessori math grids are not being used systematically across grade-level teams
 - Primary: need to create
 - Lower EI and Upper EI need to update
- Data Teams have not included the analysis of authentic Montessori assessments used as interim measures

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)
Correlate the sequence of Montessori math curriculum to the math Common Core State Standards in order to discover where the gaps in materials and presentations are, and find supplemental ones in order to assure that all standards are being successfully delivered.	2012-2013	Principal Resident, Teacher Leaders and Teachers	Spreadsheet with all CCSS standards by grade and column for Montessori work	September	Completed
Examine and use the Association of Illinois Montessori Schools “Montessori and The Core Standards – An Initial Alignment and Correlation” as a resource	2012-2013	Principal Resident and Teacher Leaders	Association of Illinois Montessori Schools “Montessori and The Core Standards – An Initial Alignment and Correlation”	October	Completed

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Primary: Create a math grid that serves to capture student progress according to the Montessori Curriculum and CCSS	2012-2013	Principal Resident, Teacher Leaders, and Teachers	-CCSS by grade -List of all Montessori works and lessons -TL Stipend	November-March	Completed
Lower and Upper EI: Update the math grid that serves to capture student progress according to the Montessori Curriculum and CCSS	2012-2013	Principal Resident, Teacher Leaders, and Teachers	-CCSS by grade -List of all Montessori works and lessons -TL Stipend	November-March	Completed
Teacher Leaders will implement Data Team cycles (IL1) to include math grids and current Math interim results. They will do this by organizing collaborative professional development where teachers will analyze student work on computation, constructed response, etc. in order to understand trends in student performance, set rigorous student achievement targets, and celebrate successes.	2012-2013	Principal Resident, Teacher Leaders, and Teachers	-Math grids -Most recent interim data -CCSS by grade	April-May	In progress
Across grade levels, implement Stand Out Math to address vocabulary needs of ELLs as measured by progress of work on math grids	2012-2013	English Component Lower EI Teachers	Stand Out math program (purchased)	September-May	In progress
To help streamline the amount of data generated by use of math grids (that help us monitor student progress) data teams may run more smoothly if teachers worked from a web-based record keeping program. Further investigation into this opportunity is needed.	2013-2014	Principal Resident, AP, and focus group of 3 teachers interested in this research	30 hours of extra duty pay	June-August	Upcoming

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Major Improvement Strategy #2: Consistent implementation of Writer’s Workshop aligning the components of Writer’s Workshop with the Montessori Writing Curriculum

Root Cause(s) Addressed:

- Lack of alignment between Montessori Writing curriculum and the Writer’s Workshop model.
- Writer’s workshop model had not been implemented consistently across Lower and Upper EI grades.
- A need for teachers to provide students with more time for sustained independent or group writing.

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)
Continued professional development of various Writing genres in the Writer’s Workshop model (i.e. fluency)	2012-2013	Principal, Principal Resident, Ritchie Intern, and teachers	Teacher Leaders (Lower EI and Upper EI) Stipends (\$500 each): Central District Fund	Administer a pre and post genre-based Writing Prompt, grades K and 1 st —6 th , 3 times per year; analyze student writing across grade levels and find areas of success and improvement that can inform the next PD	Completed
Kindergarten teachers will photograph moveable alphabet work for each student in order to illustrate their progress in writing.	2012-2013	Principal, Principal Resident, Ritchie Intern, and Kindergarten teachers	Primary Teacher Leader (\$500 stipend)	3 times per year (mid-October, mid-Feb, and mid-May)	In progress

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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)

Parent Involvement/Communication

- School Plan under State Accountability. Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant.
 Title I schoolwide or targeted assistance requirement. School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Hosted the Coffee & Kleenex Gathering to introduce new parents to the various committees at Academia Sandoval as well as the administrators. Explained the routines for the school and showcased the academic gains the school made over the course of the year.	August 17, 2012	Administrators Committee Chairs which included PALAS, Amigos, Library, Art, MAPAS PTO, Green Garden and Special Events	Food Donations	Meeting held with agendas from administrators and sign-in sheets
Held Back to School Nights to introduce parents to teachers and Specialists and explained the Dual Language/Montessori program. Parents visited classrooms and signed up for committee work. Night 1: LE, Night 2: Primary & UE	September 12 & 13, 2012	Teachers/Administrators		Agendas from each teacher and sign-in sheets
AMIGOS de la Academia Sandoval Fundraising Committee generated ideas on how to raise \$100,000 this school year to fund paraprofessionals, scholarships, and field trips. (AMIGOS meets on the 2nd Tuesday of every month).	September 11, 2012	AMIGOS members, Teacher Representative and Principal	Fundraising 501c3	Meeting held with agenda. AMIGOS to date has raised \$32K.
Presented growth data at the Collaborative School Committee (CSC) meeting. Studied the	September 12, 2012	Administrators/CSC Members		CSC Agenda as well as the AYP & CSAP data

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AYP reports. (The CSC meets the 2 nd Wednesday of each month at 5:00 p.m).				
Art Committee which provides art enrichment for students. (The Art Committee meets the 2 nd Wednesday of every month at 9:00 a.m.).	September 12, 2012	Art Committee		Meeting minutes
PALAS Education Committee meets the 2 nd Friday of the month at 9:00	September 25, 2012	PALAS Members		Meeting minutes
Youth Farmers Market (The Green Garden Committee meets the 1 st Wednesday of the month at 9:00 a.m.).	September 5, 2012	Green Garden Committee & students		Event report
MAPAS (Maestros y Padres de Academia Sandoval) PTO Kickoff Meeting and Social The MAPAS PTO Board meets the 2 nd Tuesday of the month at 4:00 p.m. Committee roundtable meetings takes place monthly. All school meets are held quarterly.	October, 2012	MAPAS PTO	Fundraising	Parent sign-in sheets
Parent Observation Days. All parents must come in to do a classroom observation prior to the Parent/Teacher Conferences	October 15-19, 2012	Parents		Parent sign-in sheets
Hosted the Upper Elementary Parent Education Session with a focus on the Upper Elementary Instructional Model	October 16, 2012	Upper Elementary Teachers		My Access! parent training
Fall Festival/Pumpkin Patch on the south playground sponsored by AMIGOS	October 11, 2012	Students, Parents, Staff & AMIGOS	Community Donations	Event report
Parent/Teacher Conferences	October 25, 2012	Parents & Teachers	None	Parent sign-in sheets
PALAS Noche de pijamas Literacy Night	December 13, 2012	Parents, Students and staff	Denver Foundation Grant	Parent sign-in sheets
RIF Day Distribution. Parents join their children in the library to enjoy the new book that will be added to their personal library	3x a Year	Students and Parents	RIF Program and matching funds from the school budget	Each child receives a new book
Prospective Parent Visitation Days. Parents interested in having their child(ren) attend Academia Sandoval learn about the Dual Language, Montessori program.	November 6 throughout December, January & February	Prospective Parents, Administrators & Lead Primary Teacher		Sign-in sheet
Lower Elementary Family Night	January (TBA)	Teachers		Parent sign-in sheets
Parent/Teacher Conferences	February 19, 2013	Teachers		Parent sign-in sheets

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Second RIF Distribution	April (TBA)	Students and Parents		Each child will receive a new book
Community Involvement Social for Volunteers	May 3, 2013	Volunteers	Incidental Fund	Sign-in sheet
Movie Night Under the Stars	May 31, 2012	Students, Parents, Staff	Fundraising	Ticket sales
Weekly email Blast provides important school information and showcases events taking place for the upcoming weeks. The email is sent to all parents/guardians who have signed-up to receive it (other parents/guardians receive a hard copy in Wednesday Folders)	Ongoing	MAPAS PTO Communication Coordinator		On-file in the office
Monthly Classroom Newsletters written by classroom teachers informing parents of work and learning taking place in the classroom. The newsletter showcases student work. This newsletter is sent to the parents of the student in that class	Ongoing	Classroom Teachers		On-file in the office
6 month School Newsletters written by Principal. Highlights upcoming events, showcases school and district initiatives and goes in-depth on curriculum.	Ongoing	Administrators		On-file in the office
Monday folders	Ongoing	Classroom teachers, Specialists, Support Staff, Administrators		On-file in the office

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