

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6508 School Name: OMAR D BLAIR CHARTER SCHOOL 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?	
		R	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 <sup>th</sup> percentile by using 1-year or 3-years of data	R	72.05%	71.35%	-	68.79%	59.22%	-	Overall Rating for Academic Achievement: <b>Approaching</b> * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	51.53%	-	67.32%	47.83%	-	
		W	54.84%	58.34%	-	54.59%	51.42%	-	
		S	45.36%	48.72%	-	34.23%	33.94%	-	
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: <b>Meets</b> * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	36	44	-	60	56	-	
		M	50	76	-	58	62	-	
		W	42	57	-	62	60	-	
ELP	42	53	-	53	41	-			

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

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

Accountability Status and Requirements for Improvement Plan

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

**Section II: Improvement Plan Information**

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

**Additional Information about the School**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Omar D. Blair received our first year of Title I funding for the middle school for FY12-13
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	NO
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	NO

**Improvement Plan Information**

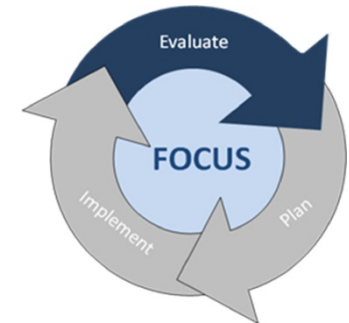
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Deborah Blair-Minter, Principal
	Email	<a href="mailto:dblairminter@omardblairk8.com">dblairminter@omardblairk8.com</a>
	Phone	303-371-9570, ext 1109
	Mailing Address	Omar D. Blair Charter School, 4905 Cathay Street, Denver, CO 80249
2	Name and Title	Shatta Mejia, Academy Director
	Email	<a href="mailto:semjia@omardblairk8.com">semjia@omardblairk8.com</a>
	Phone	303-371-9570, ext 1102
	Mailing Address	Omar D. Blair Charter School, 4905 Cathay Street, Denver, CO 80249

**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)	<p><b>Elem Reading</b> Close the reading gaps for students as measured by the DRA2 assessments given in the Fall and Spring. 80% of students will be reading on grade level.</p> <p><b>Elem Math</b> 94.54% of all students and of each disaggregated group will be <b>PP and above</b> OR will show a 10% reduction in percent of students scoring non-proficient</p> <p><b>Elem Writing</b> 60% of all students will be Proficient on the exam OR will show a 10% reduction in percent of students scoring non-proficient.</p>	<p><b>Elem Reading</b> Using the EOY DRA2 reading data, this target was not achieved, less than 50% of the K-2 scored P/A on the assessment. In grades 3-5 using the EOY DRA2 reading data 63.2% of the students were P/A or reading at grade level.</p> <p><b>Elem Math</b> Including PP+ the results equaled 97% or 2.46% <b>above the target</b> of 94.54%. Percentage of unsat students equals 8%. Percentage of students scoring P/A equals 67%.</p> <p><b>Elem Writing</b> 52% of students scored P/A on the writing TCAP, while 7% scored unsat. The largest % of students, 45.6% score PP on the assessment.</p>	<p>Overall. It can be stated that students failed to reach goals based on teacher need for additional training in an effort to move students from partially proficient to proficient and proficient to advance.</p> <p>Teachers did not have a strategic, consistent and focused plan across all grade levels and curriculums necessary to reinforce academic language with students.</p>
	<p><b>MS Reading</b> 93.41% of all students and of each disaggregated group will be <b>PP and above</b> OR will show a 10% reduction in percent of students scoring non-proficient</p> <p><b>MS Math</b> 89.88% of all students and of each disaggregated group will be PP and above OR will</p>	<p><b>MS Reading</b> Including PP+ the results equaled 86% or 7.41% <b>below the target</b> of 93.41%. Percentage of unsat students equals 14%. Percentage of students scoring P/A equals 57%.</p> <p><b>MS Math</b> Including PP+ the results equaled 81.4% or 7.4% <b>below the target</b> of 89.99%. Percentage of unsat students equals 18.3%. Percentage of students scoring P/A equals 47%.</p>	

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.
	show a 10% reduction in percent of students scoring non-proficient. <b>MS Writing</b> 60% of all students will be Proficient on the exam OR will show a 10% reduction in percent of students scoring non-proficient.	<b>MS Writing</b> 50% of students scored P/A on the writing TCAP, while 6% scored unsat. The largest % of students, 48% score PP on the assessment.	SEE ABOVE
Academic Growth	<p><b>Elem Reading</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Reading will be 56% or higher</p> <p><b>Elem Math</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Math will be 66% or higher</p> <p><b>Elem Writing</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Writing will be 59% or higher</p>	<p><b>Elem Reading</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Reading <b>equaled 60% or 4% above the prediction.</b> In addition, the SPF ratings were Meets for MSG, Catch Up Growth &amp; Keep Up Growth in Reading.</p> <p><b>Elem Math</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Math <b>equaled 58% or 8% less than predicted.</b> In addition, the SPF ratings were Meets for MSG and Catch Up Growth; Keep Up Growth in Math was Approaching.</p> <p><b>Elem Writing</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Writing <b>equaled 62% or 3% above the prediction.</b> In addition, the SPF rating was Meets for MSG, Catch Up Growth &amp; Keep Up Growth in Writing is Approaching.</p>	
	<p><b>MS Reading</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Reading will be 68% or higher</p> <p><b>MS Math</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Math will be 68% or higher</p> <p><b>MS Writing</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Writing will be 60% or higher</p>	<p><b>MS Reading</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Reading <b>equaled 56% or 12% less than predicted.</b> SPF ratings were Meets for MSG, Catch Up Growth &amp; Approaching for Keep Up Growth.</p> <p><b>MS Math</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Math <b>equaled 62% or 6% less than predicted.</b> SPF rating for Math was Meets for MSG, both Catch Up Growth &amp; Keep Up Growth were Approaching.</p> <p><b>MS Writing</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Writing <b>equaled 60% which was the target for last year.</b> SPF in Writing was mixed: Meets for MSG, Does Not Meet for Catch Up Growth and Approaching for Keep Up Growth.</p>	
Academic Growth Gaps	<b>Elem Reading</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Reading will increase for all students, specifically Students w/Disabilities.	<b>Elem Reading</b> does not have a sufficient number of students for a Students w/Disabilities subgroup in grades 3-5. Therefore, the reading data has not been deconstructed to the degree necessary to determine areas of most need for students on IEP's for 2012.	

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.
	<p><b>Elem Math</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Math will increase for all students, specifically Students w/Disabilities</p> <p><b>Elem Writing</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Writing will increase Students w/Disabilities</p> <p><b>MS Reading</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Reading will increase for all students, specifically Students w/Disabilities &amp; ELL status</p> <p><b>MS Math</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Math will increase for all students, specifically Students w/Disabilities &amp; ELL status</p> <p><b>MS Writing</b> By the end of the 2011-2012 school year, the Median Student Growth Percentile in Writing will increase Students w/Disabilities &amp; ELL status</p>	<p><b>Elem Math</b> does not have a sufficient number of students for a Students w/Disabilities subgroup in grades 3-5. Therefore, the math data has not been deconstructed to the degree necessary to determine areas of most need for students on IEP's for 2012.</p> <p><b>Elem Writing</b> does not have a sufficient number of students for a Students w/Disabilities subgroup in grades 3-5. Therefore, the writing data has not been deconstructed to the degree necessary to determine areas of most need for students on IEP's for 2012.</p> <p><b>MS Reading</b> does not have a sufficient number of students for a Students w/Disabilities subgroup in grades 6-8. Therefore, the reading data has not been deconstructed to the degree necessary to determine areas of most need for students on IEP's for 2012. Both SPED &amp; ELL students continue make positive gains; however, there remains room for improvement.</p> <p><b>MS Math</b> does not have a sufficient number of students for a Students w/Disabilities subgroup in grades 6-8. Therefore, the reading data has not been deconstructed to the degree necessary to determine areas of most need for students on IEP's for 2012. ELL students continue make positive gains; however, there remains room for improvement.</p> <p><b>MS Writing</b> does not have a sufficient number of students for a Students w/Disabilities subgroup in grades 6-8. Therefore, the writing data has not been deconstructed to the degree necessary to determine areas of most need for students on IEP's for 2012. Both SPED &amp; ELL students continue make positive gains; however, there remains room for improvement.</p>	
Post Secondary Readiness	N/A		

**Worksheet #2: Data Analysis**

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p><b>Elem Reading</b> The CSAP/TCAP data for the last three years FY 10, 11 &amp; 12 demonstrates the ability of our students to meet the AYP targets for Elementary Reading 88.46% (FY10) and 94.23% (FY 11 &amp; FY12) using the PP/P/A criteria.</p> <p>FY 10 the AYP target was 88.46% for all students, our students had an overall score of 87.61%. In reading all subgroups met the target: Hispanic at 86.36%, LEP at 85.94%, FRL at 85.85% and Black at 85.44%.</p> <p>FY 11 the AYP target was 94.23% for all students, our students had an overall score of 95.88%. In reading all subgroups met the target: Hispanic at 93.56%, LEP at 95.58%, FRL at 96.37% and Black at 96.69%.</p> <p>Moving forward with the Colorado Growth Model, the school will be evaluated on the ability of students to score P/A on all state exams.</p> <p>FY 12 the AYP target was 94.23 % for all students. Overall using PP/P/A scores for reading the average is equal to 93% (-1.23). Using the Colorado Growth Model the following data shows 72% Hispanic students were P/A and 67% Black were PA on the FY 12 Reading TCAP. By grade level 68% (3<sup>rd</sup>) 71% (4<sup>th</sup>) and 77% (5<sup>th</sup>).</p>	Deconstruct the monthly Benchmark data and unit assessments to the degree necessary to determine areas of most need to score advance on TCAP.	Need for additional training in an effort to make students move from partially proficient to proficient and proficient to advance.
	<p><b>MS Reading</b> The CSAP/TCAP data for the last three years FY 10, 11 &amp; 12 demonstrates the ability of our students to meet the AYP targets for MS Reading 86.81% (FY10) and 93.41% (FY 11 &amp; FY12) using the PP/P/A criteria.</p>	Deconstruct the monthly Benchmark data and unit assessments to the degree necessary to determine areas of most need to score advance on TCAP.	Need for additional training in an effort to make students move from partially proficient to proficient and proficient to advance.



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>FY 10 the AYP target was 86.81% for all students, our students had an overall score of 90.48%. In reading all subgroups met the target: Hispanic at 89.47%, LEP at 85.71%, FRL at 83.15% and Black at 89.02%.</p> <p>FY 11 the AYP target was 93.41% for all students, our students had an overall score of 96.10%. In reading, the following subgroups met the target: Hispanic at 97.23%; LEP at 96.67%, FRL at 95.43%.</p> <p>Moving forward with the Colorado Growth Model, the school will be evaluated on the ability of students to score P/A on all state exams.</p> <p>FY 12 the AYP target was 93.41% for all students. Overall using PP/P/A scores for reading average is equal to 86% (-7.41). Using the Colorado Growth Model the following data shows 46% Hispanic students were P/A and 38% Black were PA on the FY 12 Reading TCAP. By grade level 67% (6<sup>th</sup>), 59% (7<sup>th</sup>) and 41% (8<sup>th</sup>).</p> <p><b>Elem Math:</b> FY 10 the AYP target was 89.09% for all students, our students had an overall score of 95.30%. In math all subgroups met the target: Hispanic at 93.94%, LEP at 95.31%, FRL at 93.40% and Black at 93.20%.</p> <p>FY 11 the AYP target was 94.54% for all students, our students had an overall score of 95.77%. In math all subgroups met the target: Hispanic at 93.02%, LEP at 94.62%, FRL at 93.94% and Black at 98.81%.</p> <p>FY 12 the AYP target was 94.54 % for all students. Overall using PP/P/A scores for math the average is equal to 97% (+2.46).</p> <p>Using the Colorado Growth Model the following data shows 50% Hispanic students were P/A and 49% Black were PA on the FY 12 Math TCAP. By grade level 63% (3<sup>rd</sup>) 67% (4<sup>th</sup>) and 71% (5<sup>th</sup>).</p>	<p>Incorporating ELL strategies for students as necessary; including leveled reading groups to address the specific reading gaps for students. Providing reading support across grade levels to improve reading comprehension.</p> <p>To close the math achievement gaps for students in basic skills and on Common Core Standards by grade level. To move more students from PP to P and from P to A and maintain the high level of academic performance in math.</p>	<p>Need for strategies to specifically target student achievement for ELL and students with Advance Learning Plans to increase performance on TCAP.</p>
	<p><b>MS MATH:</b> FY 10 the AYP target was 79.75 % for all students, our students had an overall score of 83.07%. In math all subgroups met the target: Hispanic at 85.53%, LEP at 80.36%, FRL at 73.03% and Black at 74.39%.</p> <p>FY 11 the AYP target was 89.88% for all students. In math, the following subgroups did not meet the target: Hispanic at 82.05%;</p>	<p>To close the math achievement gaps for students in basic skills and on Common Core Standards by grade level.</p>	<p>Need for additional training in an effort to make students move from partially proficient to proficient and proficient to advance.</p> <p>Need for additional math support, specifically a teacher tasked with providing math interventions and 1:1 support as necessary both in and out</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
	<p>LEP at 81.54% and safe harbor for FRL at 80.95%. The percentage of students scoring non-proficient was equal to or greater than 10% for Hispanic students in grades 6-8.</p> <p>FY 12 the AYP target was 89.88% for all students. Overall using PP/P/A scores for math average is equal to 81.6% (-8.28). 89.88% Using the Colorado Growth Model the following data shows 46% Hispanic students were P/A and 38% Black were PA on the FY 12 Math TCAP. By grade level 53% (6<sup>th</sup>), 48% (7<sup>th</sup>) and 40% (8<sup>th</sup>).</p>	<p>Use of Math Intervention teacher to target instruction in small groups and 1:1 as needed on deficient skills.</p> <p>Providing math teachers with critical resources and mapping the curriculum to teach all highly tested items before TCAP.</p>	<p>of the classroom.</p> <p>Need for supplemental resources to close the basic math skill deficits for middle school students.</p> <p>Need for supplemental resources and staff to support students moving from proficient to advance.</p>																
Academic Growth	<p>Overall, the P/A percentile for elementary reading was 72%, a full 12% higher than the MSG threshold of 60%. In addition, the SPF ratings were Meets for MSG, Catch Up Growth &amp; Keep Up Growth in reading</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">FY 11-12</th> <th style="text-align: center;">P/A Reading</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3<sup>rd</sup> Grade</td> <td style="text-align: center;">68%</td> </tr> <tr> <td style="text-align: center;">4<sup>th</sup> Grade</td> <td style="text-align: center;">71%</td> </tr> <tr> <td style="text-align: center;">5<sup>th</sup> Grade</td> <td style="text-align: center;">77%</td> </tr> </tbody> </table> <p>Overall, the P/A percentile for middle school reading was 55.66% (-0.34) off the MSG threshold of 56%. In addition, the SPF ratings were Meets for MSG and Catch Up Growth, Approaching for Keep Up Growth in reading.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">FY 11-12</th> <th style="text-align: center;">P/A Reading</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6<sup>th</sup> Grade</td> <td style="text-align: center;">67%</td> </tr> <tr> <td style="text-align: center;">7<sup>th</sup> Grade</td> <td style="text-align: center;">59%</td> </tr> <tr> <td style="text-align: center;">8<sup>th</sup> Grade</td> <td style="text-align: center;">45%</td> </tr> </tbody> </table>	FY 11-12	P/A Reading	3 <sup>rd</sup> Grade	68%	4 <sup>th</sup> Grade	71%	5 <sup>th</sup> Grade	77%	FY 11-12	P/A Reading	6 <sup>th</sup> Grade	67%	7 <sup>th</sup> Grade	59%	8 <sup>th</sup> Grade	45%	<p>Professional development to support teachers in moving partially proficient students to proficient and proficient to advanced.</p> <p>Implemented a literacy focus across the school which includes more professional development directed at reading strategies for comprehension, vocabulary, phonics and phonemic awareness.</p> <p>Professional development to support teachers in moving partially proficient students to proficient and proficient to advanced.</p> <p>Implemented a literacy focus across the school which includes more professional development directed at reading strategies for comprehension, vocabulary,</p>	<ol style="list-style-type: none"> <li>1. Teachers need specific coaching and more professional development related to advanced instruction in all subject areas</li> <li>2. Teachers need to use ELL and SIOP strategies in all classrooms to support reading, writing, listening and speaking.</li> <li>3. Teacher must have both language objectives and essential questions for all classes.</li> <li>4. Students need more support with Vocabulary, Phonics and Phonemic Awareness</li> <li>5. Advanced students need more support with comprehension skills and strategies, writing summaries and concise paragraphs</li> </ol> <p style="text-align: right;">Same as above for elementary reading root causes. Continued implementation of Elements of Literature, teachers were self-taught on this curriculum.</p>
FY 11-12	P/A Reading																		
3 <sup>rd</sup> Grade	68%																		
4 <sup>th</sup> Grade	71%																		
5 <sup>th</sup> Grade	77%																		
FY 11-12	P/A Reading																		
6 <sup>th</sup> Grade	67%																		
7 <sup>th</sup> Grade	59%																		
8 <sup>th</sup> Grade	45%																		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><b>Elementary Math:</b> For the last three years, our math scores have been among the highest in the district and across the state. Student achievement across the tested grades is at Meets Expectations with the exception of Keep Up and Continuously Enrolled which are at Approaching for FY12.</p> <p><b>MS Math:</b> FY 10 our students achieved AYP in Math with the AYP target of 79.75 % for all students, our students had an overall score of 83.07%. However, in the last two years math achievement on TCAP has declined from FY 11 AYP target of 89.88% (-0.05) to a decline of 81.6% (-8.28).</p>	<p>phonics and phonemic awareness. Implement EOL writing curriculum to strengthen reading comprehension.</p> <p>Professional development to support teachers in moving partially proficient students to proficient and proficient to advanced.</p>	<p>Elementary teachers will continue to receive professional development which supports ELL and other struggling students with strategies to engage and enrich instructions for all.</p> <p><u>Middle school math</u> instruction needs an infusion of new instructional strategies. Students have not made sufficient progress from PP to P and from P to A. Additional professional development will be offered with ELL strategies.</p>
Academic Growth Gaps	<p><b>Elementary Reading:</b> Collectively, students have made growth achieving AYP in reading, however, the percentage of P/A students has not remained consistent in any grade level. The difference by grade level varies between as few as 3% and as much as 15% in P/A.</p> <p><b>MS Reading:</b> The implementation of a new language arts curriculum may contribute to lower scores. Proficient/Advance scores are mixed during the last three years, no consistency. P/A score account for declines as small as 2% in 6<sup>th</sup> grade and as large as 14% in 8<sup>th</sup> grade.</p> <p><b>Elementary Math:</b> Overall math growth is on target and Meets Expectations except in Continuously Enrolled and Keep-Up math both are Approaching. Math P/A levels are better than the district in 3rd-5th grades and better than the state in 4<sup>th</sup> and 5<sup>th</sup> grades.</p> <p><b>MS Math:</b> Growth for similar schools is Exceeds and is Meets for Growth Percentile; all others are Approaching: Catch-Up, Keep Up &amp; Continuously Enrolled; TCAP P/A is Meets &amp; TCAP P/A for similar schools is Approaching. Math scores on CSAP/TCAP for the last three years have declined, at least 30% have scored PP in each grade 6-8.</p>	<p>Targeting reading comprehension strategies, students will complete monthly readings benchmarks. Teachers will use the data from benchmarks to inform instruction.</p> <p>Elementary teachers will use information from monthly data meetings to provide interventions to close both the continuously enrolled and keep-up gaps.</p> <p>Middle school teachers will also use data from meetings, interventions and will progress monitor student performance using ALEKS.</p>	<p>Students are weak in reading comprehension strategies as demonstrated on monthly benchmarks. Teachers are using specific grade focused reading strategies from the school-wide book study along with new ELL strategies to strengthen and improve instruction. Teachers will use professional development and data analysis to modify instruction making, daily, weekly and monthly adjustments to close the academic growth gaps.</p> <p><u>Elementary teachers</u> focused more attention on U/PP students and less on specific interventions to advance PP to P and P to A. Enrichment activities were not implemented as widely across grades 3-5 to push student capable of doing more on TCAP. School-wide goal for math is 78% P/A in 2013.</p> <p><u>Middle school teachers</u> were not able to successfully close the gaps in math instruction without additional support and supplements. Classroom instruction was 90-minute blocks with limited use of interventions and effective small groups. Cooperative learning activities were limited for 7<sup>th</sup> grade. Restructuring of math program was evident for FY 12-13. Teachers will focus on monthly item analysis from benchmarks to adjust instruction.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Post Secondary & Workforce Readiness	N/A		
Post Secondary & Workforce Readiness	N/A		

**Data Narrative for School**

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

**Data Narrative for School**

<p><b>Description of School Setting and Process for Data Analysis:</b> 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><b>Review Current Performance:</b> 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><b>Trend Analysis:</b> 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><b>Priority Performance Challenges:</b> 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><b>Root Cause Analysis</b> 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>
<p><b>Narrative:</b> Omar D. Blair is a K-8 Charter School located in Green Valley Ranch. Omar D. Blair is in the 9<sup>th</sup> year of operation serving a diverse student population of 797 students, 539 in Kinder thru 5<sup>th</sup> Grade and 258 in Grades 6-8. FY 12-13 is the first year for Title I designation, funding is allocated to the Middle School, FRL is 68.22%; Elementary School is 51.92% FRL. To date, the elementary program does not qualify for Title I funding. In the last three years the ELL population has decreased from 27.8% in FY 10 to 23.9% in FY 12. Currently serving 219 ELL students, Spanish is the dominate language and 8 languages are spoken in our school community. Our school is the first charter to host a center based program for K-2 students in addition providing a full inclusion special education program serving 53 students in grades K-8. During the FY 11-12 school year 62 students were identified for GT programming, the number is now 72 for FY 12-13.</p> <p>The UIP was developed with assistance from the school's Leadership Team composed of administration, curriculum leaders, lead teachers, the school counselor and special education coordinator and parents. The committee reviewed the CSAP/TCAP data for FY 12 and the last two years, the current SPF from Denver Public Schools and historical data from monthly benchmarks in reading and math. Plans were underway prior to the release of TCAP results to add a book study concentrating on reading strategies and professional development specifically focused on strategies for English Language Learners across all curriculums and grades.</p> <p>For the third consecutive year, Omar D. Blair is a GREEN school and Meets Expectations on the DPS School Performance Framework. Overall our Academic Achievement rating is Approaching. While competitive the FY 11-12 school results were above 50% in reading, math and writing except in middle school math. Science percentage of P/A students did not equal the state expectation for a second year in either elementary or middle school. The Median SGP rating for Academic Growth in Colorado: Meets Expectations for elementary and middle school students except in middle school math (-14%) and ELP (-12%).</p> <p><b>Review Current Performance:</b> Overall Academic Achievement is designated as Approaching on the UIP. By subject the results for 2012 show a decline in both the elementary and middle school program. The largest discrepancies are double-digits in 5<sup>th</sup> grade science 34.23% (-11.13%); 8<sup>th</sup> grade science 33.94% (-14.78) and middle school reading 59.22% (-12.13). In the area of Academic Growth, our school performance is Meets and is above the FY12 State results in all subjects except middle school math 62% (-14%) and ELP for middle school growth 41% (-12%). Reflecting on the 2010-2011, our school's Academic Achievement was Approaching and our Academic Growth was Exceeds in reading, math and writing. FY11, AYP was attained in both elementary and middle school reading and elementary math, however, the middle school math did not achieve AYP meeting 30 of 37 targets or 93%. APY targets were met during the FY9, FY 10 and FY11 school years in reading and math, excluding math only in FY11.</p> <p>Science continues to be challenge because of curriculum and scheduling. K-5 Science is taught using Follett Science kits on alternating days for 60-90 minutes. The current text used in middle school science is outdated and is supplemented with outside resources due to budget limitations. Middle school science is taught on alternating days for 90 minutes. The schedule and classroom utilization are not ideal across the school. K-5 teachers are elementary certified and teach science as one of five curriculums. Middle school science teachers are HQ in their subject area, however, the schedule presents significant challenges with content and consistency of classes.</p> <p>Middle school reading declined in FY12, this can be attributed to the introduction of new curriculum and incomplete professional development for teachers. Middle school math has seen declines in student performance for the last two years, FY11 was 50.33% P/A and FY12 47% P/A and the percentage of U/PP students has increased over the same period.</p>				

**Trend Analysis:**

**Middle School Data for Reading & Math + 5<sup>th</sup> & 8<sup>th</sup> Grade Science Proficient /Advanced Scores**

Tested Year	P/A Reading*	P/A Math*	MSGP Reading*	MSGP Math*	5th Gr. Science +	8th Gr. Science +
2012	57%	47%	56%	57%	47%	29% ^
2011	58%	50%	54%	64%	28%	37%
2010	63%	46%	60%	63%	29%	35%
2009	62%	46%	55%	68%	17%	26%

Data Sources: \* CDE SchoolView + DPS TCAP Gains Report P/A Scores ^Test format changed

Middle school reading has declined since 2010. Our middle school adopted a new curriculum for 2010-2011, Elements of Literature is comprehensive and combines writing and reading into one curriculum. Students and staff struggled with the transition to Elements of Literature and the professional development provided by the curriculum trainer was less than satisfactory. Students were weak in reading comprehension strategies as demonstrated on monthly benchmarks. This year, teachers are using specific grade focused reading strategies from the school-wide book study along with new ELL strategies to strengthen and improve instruction. The Focus on Literacy & Writing Initiatives implemented for FY 12-13, align with monthly professional development and data analysis to modify instruction making, daily, weekly and monthly adjustments to close the academic growth gaps. ELL performance is being addressed in all curricular, school-wide with specific professional development targeting SIOP/ELL strategies to support our growing English Language Learners.

Math achievement in the middle school has not shown growth above the 50% in 4 years. A new math teacher was added in 2010-2011 and the department was completely reorganized after the 2011-2012 school year. There was a need for a math trained intervention teacher to replace the math tutor who previously supported classrooms. The addition of a full-time intervention teacher provided four math teachers. Students with specific math deficits need either small group or 1:1 intervention to make gains in math. With assistance from the regional math specialist, pacing guides have been aligned to the new Common Core State Standards and highly tested items for CSAP/TCAP. Monthly professional development and data analysis are used to modify instruction, thereby making daily, weekly and monthly adjustments to close the academic growth gaps. We have identified students with significant deficits in their math foundation, they are assigned an additional math special outside of the regular math class to address skill needs.

Science remains a challenge in both tested grades. Fifth grade teachers depend on the previous grade levels to provide a scientific foundation. The test is not just aligned to 5<sup>th</sup> grade standards but tests material from K-4 grades. Teachers are supplementing the Follett Science Kits until a new curriculum is purchased. K-5 Science is taught on alternating days for 60-90 minutes. A similar scenario exists for 8<sup>th</sup> grade science taught for 90 minute blocks on alternating days. Students are weak in reading comprehension strategies as demonstrated on monthly benchmarks and struggle with non-fiction and informational texts. The science gains in 2010 and 2011 were reduced by 8% in 2012. The budget for textbooks has limited replacement options for the immediate future.

**Priority Performance Challenges:**

The Focus on Literacy & Writing Initiatives implemented for FY 12-13, incorporates specific grade focused reading strategies from the school-wide book study along with new ELL strategies to strengthen and improve instruction. Focus on Literacy actions are based on quarterly site visits and the use of a 13-point rubric. This school-wide approach is designed to have teachers using the same academic language with all students regardless of core or elective subject matter. Observations are focused on reading/writing and ELL strategies to enhance the effectiveness of our curriculum for students. Our previous reading performance on TCAP in the elementary grades has been on target, however, there is still room for improvement. With the Colorado Growth Model, success is base on increasing the number of Proficient/Advance students and demonstrating growth for students who were Unsatisfactory or Partially Proficient. Middle school reading growth will be impacted by all of these strategies.

Math achievement in the middle school has been less than stellar. In order to move our students in math, additional resources were needed. Not only did we need more teachers, we needed to restructure the middle school math department to achieve greater efficiency. The first time designation of Title I funds for our middle school allowed us to hire a full-time teacher for math interventions and to have a summer school program for new and struggling students. In addition, Title funds would provide ALEKS licenses for all middle school students to reinforce and extend math skills as well as partially fund a reading intervention teacher to support middle school reading.

Addressing the increase of ELL students at our school since opening in 2004 continues to have great need. In the last 9 years the number of ELL students has increased 5 times from 40 to 219 students. Most of our students are English speakers in the classroom and native speakers at home. Our task is filling in the reading, writing, listening and speaking gaps for these students and supporting their academic achievement. To this end, our reading intervention teacher and the ELL/Spanish teacher are planning with teachers to provide additional support in classrooms, with lesson planning, small groups and 1:1 instruction.

**Root Cause Analysis**

**TCAP Reading** across the school. **Root Cause(s) Addressed:** Teachers do not have sufficient professional development to move students from PP to P and P to A. Students struggle with reading comprehension, SIOP/ELL strategies are necessary to close gaps in academic achievement. Evidence for supporting this reading goal is found in the analysis of monthly benchmark data, TCAP results, common assessments and unit tests. Students have difficulty with understanding main idea and details of non-fiction and informational texts especially in science and social studies.

Middle School CELA Growth **Root Cause(s) Addressed:** 1) Our CELA students are scoring Proficient on CELA, but are missing a question or two which is preventing them from being moved out of CELA. Our proficiency is high, yet our growth is low – therefore, growth is limited when 1 or 2 questions are the issue. These students need to be exited from CELA in order to achieve growth points. Data from CELA testing demonstrates growth. Item analysis on monthly benchmarks shows students need targeted interventions either by subject or skill or both. Teachers need specific professional development to increase reading comprehension and vocabulary development. A segment of students are identified for ELL small group interventions using CELA data and the Home Language Survey from the enrollment process.

TCAP and SPF data shows that students in Minority Subgroups are not advancing their math achievement or math growth at the same rate as the reference group: **Root Cause(s) Addressed:** Incorrect implementation of Everyday Math Curriculum (K-5) does not allow students to master skills. Geometry and Measurement are not given enough emphasis in the curriculum. We did not have a highly qualified math interventionist in the past. Monthly benchmark analysis identifies student weakness by skill and strand. The math department has been restructured to provide 4 full-time teachers including a math interventionist. Pacing guides have been aligned to the new Common Core State Standards and highly tested items for CSAP/TCAP.

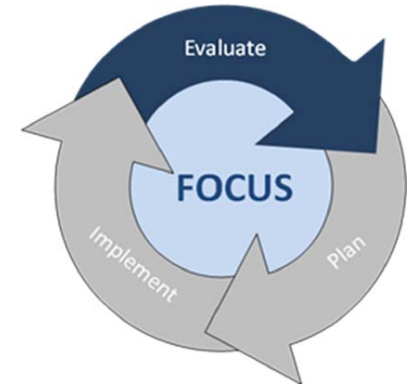
## Section IV: Action Plan(s)

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			
			<p><b>Elem Reading</b> Move partially proficient and proficient students to proficient and advanced.</p>	<p>The elementary school will be at 77 to 80% P/A overall in Reading as assessed by TCAP.</p>	<p>The elementary school will be at 80 to 85% overall in Reading as assessed by TCAP.</p>	<p>Implementation of reading curriculum: <b>Open Court:</b> Curriculum based assessments Monthly Edison Reading benchmarks (Grades 2-5)</p> <p>Completion of building-wide Focus on Literacy designed to increase reading comprehension using targeted strategies for ELL and struggling learners.</p>	<p>Monthly data meetings to analyze benchmark results. Sight Words , Phonemic Awareness, Word Fluency assessments each quarter (Grades K-5) Intervention Planners drive strategies to improve low skills. Monthly Professional Development to support teachers in moving students to proficient and advanced.</p>
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA , Lectura, Escritura	R	<p><b>MS Reading</b> Eliminate the percentage of students scoring non-proficient on reading TCAP. Increase the school-wide percentage of P/A scores from 56.8% to 71%. Grade level goals are 75% for 6<sup>th</sup> grade and 70% for both 7<sup>th</sup> &amp; 8<sup>th</sup> Grade.</p>	<p>School-wide goal: 62 to 68% of all students will be P/A overall in Reading as assessed by TCAP.</p>	<p>68 to 73% of all students will be P/A overall in Reading as assessed by TCAP.</p>	<p>Implementation of curriculum: <b>Elements of Literature;</b> Curriculum based assessments Monthly Edison Reading benchmarks, SRI, Reading Plus assessments. Completion of building-wide Focus on Literacy designed to increase reading comprehension using targeted strategies for ELL and struggling learners.</p>	<p>Monthly data meetings to analyze benchmark results. Intervention Planners drive strategies to improve low skills. Companion Cards for Reading aligned with State Standards Monthly Professional Development and SIOP training &amp; Critical Questions Techniques</p>
		M	<p><b>Elem Math</b> Move partially proficient and proficient students to proficient and advanced. Reverse the loss of 9% P/A in 4<sup>th</sup> Grade &amp; increase the growth trends in 3<sup>rd</sup> &amp; 5<sup>th</sup> Grade math.</p> <p><b>MS Math</b> Reverse the overall decline in P/A students in Grades 6-8. Eliminate the number of students scoring</p>	<p>School-wide goal: 68 to 70% of all students will be P/A overall in Math as assessed by TCAP.</p> <p>School-wide goal: 60 to 65% of all students will be P/A overall in Math as assessed by TCAP.</p>	<p>68 to 73% of all students will be P/A overall in Math as assessed by TCAP.</p> <p>65 to 70% of all students will be P/A overall in Math as assessed by TCAP.</p>	<p>Implementation of <b>Everyday Math</b> curriculum. Curriculum based assessments, monthly benchmarks &amp; item analysis followed by targeted interventions. Emphasis on problem solving and constructed responses.</p> <p>Implementation of <b>Prentice Hall Math</b> curriculum. Curriculum based assessments, monthly benchmarks &amp; item analysis</p>	<p>Monthly data meetings to analyze benchmark results. Intervention Planners drive strategies to improve low skills. Companion Cards for Math aligned with State Standards Monthly Professional Development and SIOP training &amp; Critical Questions Techniques used school-wide.</p>

			Unsatisfactory by 18%+ and move partially proficient students to proficient by 12%+.			followed by targeted interventions. Emphasis on problem solving and constructed responses. Teachers will also use data from monthly meetings, interventions and will progress monitor student performance using ALEKS.	
		W	<p><b>Elem Writing</b> Move partially proficient and proficient students to proficient and advanced. 4<sup>th</sup> &amp; 5<sup>th</sup> Grade percentage of P/A students declined more than 7% in each grade.</p> <p><b>MS Writing</b> Move partially proficient and proficient students to proficient and advanced. 6<sup>th</sup> &amp; 7<sup>th</sup> Grade percentage of P/A students declined more than 2%/11%.</p>	<p>The elementary school will be at 55 to 60% P/A overall in Writing as assessed by TCAP.</p> <p>The middle school will be at 55 to 60% P/A overall in Writing as assessed by TCAP.</p>	<p>The elementary school will be at 60 to 65% overall in Writing as assessed by TCAP.</p> <p>The middle school will be at 65 to 70% P/A overall in Writing as assessed by TCAP.</p>	<p>Professional Development using a consistent school-wide approach to implementing <u>Step Up to Writing</u> and the <u>Writing Lens</u> from EdisonLearning.</p> <p>Completion of building-wide Focus on Literacy &amp; Writing designed to increase reading comprehension and writing using targeted strategies for ELL and struggling learners.</p>	<p>Monthly data meetings to analyze benchmark results. Intervention Planners drive strategies to improve low skills.</p> <p>Monthly Professional Development to support teachers in moving students to proficient and advanced.</p> <p>Professional Development to support school-wide approaches to summarizing.</p>
		S	N/A				
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	<p><b>Elem Reading:</b> Median SGP of 36% was far exceeded by elementary students who earned a 60% growth percentile. Target continues to be elimination of Unsat scores and movement of students from PP to P/A</p> <p><b>MS Reading:</b> Students will perform at the academic level necessary to demonstrate growth from PP to P and P to Advanced, reducing the % of Unsat scores to zero. Median SGP exceeded state expectations by 12% for FY11-12.</p>	<p>To achieve the new thresholds, it will be necessary to eliminate the percentage of non-proficient students across all disaggregated groups. SIOP strategies will be embedded in classroom instruction to increase the proficiency of ELL students.</p>	<p>Our school will continue to strive to close the achievement gap for all students. Data analysis of TCAP results will be used to embed weak skills in preparation for the 2014 state assessments.</p>	<p>Completion of building-wide Focus on Literacy designed to increase reading comprehension using targeted strategies for ELL and struggling learners.</p> <p>Observations will include evidence of ELL strategies and strategies for struggling learners.</p> <p>Monthly Edison Reading benchmarks (Grades 2-8)</p>	<p>Monthly data meetings to analyze benchmark results. Sight Words, Phonemic Awareness, Word Fluency assessments each quarter (Grades K-5)</p> <p>Intervention Planners drive strategies to improve low skills. Monthly Professional Development to support teachers in moving students to proficient and advanced; SIOP training &amp; Critical Questions Techniques</p> <p>Companion Cards for Reading aligned with State Standards</p>

		M	<p><b>Elem Math:</b> FY12 Median SGP of 50 was exceeded by ODB students by 8%.</p> <p><b>MS Math:</b> FY Median SGP of 76 was not achieved, ODB students missed the target by 14%.</p>	All teachers are participating in the Professional Development focused on reading, writing and SIOP/ELL strategies to increase student achievement for struggling students.	Our school will continue to strive to close the achievement gap for all students. Data analysis of TCAP results will be used to embed weak skills in preparation for the 2014 state assessments.	Teachers will use the Benchmark Analysis tool to determine weak strands and skills in math. Make the needed adjustments to their pacing guides and embed the necessary interventions.	Companion Cards for Math aligned with State Standards. Use the tools from monthly Professional Developments to inform and redirect students. MS students will use ALEKS at least 30 minutes each day with prescriptive math goals
		W	<p><b>Writing (3-8)</b> Median SGP are above the state expectations for both elementary and middle school.</p>	All teachers are participating in the Professional Development focused on reading, writing and SIOP/ELL strategies to increase student achievement for struggling students.	Our school will continue to strive to close the achievement gap for all students. Data analysis of TCAP results will be used to embed weak skills in preparation for the 2014 state assessments.	Teachers will use the Benchmark Analysis tool to determine weak strands and skills in language arts and timed writing prompts. Make the needed adjustments to their pacing guides and embed the necessary interventions.	Use the tools from monthly Professional Developments to inform and redirect students.  Intervention Planners drive strategies to improve low skills.
		ELP	<p><b>ELP (3-8)</b> Median SGP for elementary is above the state expectation by 11%. Middle school students are below the state expectations by 12%.</p>	All teachers are participating in the Professional Development focused on reading, writing and SIOP/ELL strategies to increase student achievement for struggling students.	Our school will continue to strive to close the achievement gap for all students. Data analysis of TCAP results will be used to embed weak skills in preparation for the 2014 state assessments.	Teachers will use the Benchmark Analysis tool to determine weak strands and skills in <b>math, reading and writing</b> . Make the needed adjustments to their pacing guides and embed the necessary interventions.	Companion Cards for <b>Math &amp; Reading</b> aligned with State Standards. Use the tools from monthly Professional Developments to inform and redirect students. MS students will use ALEKS at least 30 minutes each day with prescriptive math goals
Academic Growth Gaps	Median Student Growth Percentile	R	<p><b>Elem Reading</b> 61% Students Needing to Catch Up</p> <p><b>MS Reading</b> 56% % Students Needing to Catch Up</p>	Professional Development strategies will be used to support new students and continuously enrolled students identified as U & PP.	Data analysis of TCAP results will be used to embed weak skills in preparation for the 2014 state assessments.	Continue a strong focus on reading comprehension strategies using approved curriculum for K-5 and 6-8. Emphasis on vocabulary comprehension, non-fiction and informational text.	School-wide book study for reading and monthly Professional Development. Use of monthly benchmark data to adjust instruction.
		M	<p><b>Elem Math</b> 58% Students Needing to Catch Up</p> <p><b>MS Math</b> 57% to 64% below in all area except Students with Disability</p>	<p><b>Same as above for elementary students.</b></p> <p>Math interventions, ELL/SIOP strategies will be used to inform instruction for all students.</p>	Same as above	Teachers will use the Benchmark Analysis tool to determine weak strands and skills in math. Make the needed adjustments to their pacing guides and embed the necessary interventions.	Companion Cards for Math aligned with State Standards. Use the tools from monthly Professional Developments to inform and redirect students. MS students will use ALEKS at least 30 minutes each day with prescriptive math goals

		W	<p><b>Elem Writing</b> 52% Students Needing to Catch Up</p> <p><b>MS Writing</b> 61% Students Needing to Catch Up</p>	Professional Development strategies including the Writing Lens will be used to support new students and continuously enrolled students identified as U & PP.	Same as above	<p>Implementation of Step-Up to Writing and the Writing Lens Focus to improve instruction.</p> <p>Timed writing practice will be part of each week using the 4-point rubric for TCAP.</p>	Use the tools from monthly Professional Developments to inform and redirect students especially strategies for ELL/SIOP.
Post Secondary & Workforce Readiness	Graduation Rate	N/A					
	Disaggregated Grad Rate	N/A					
	Dropout Rate	N/A					
	Mean ACT	N/A					

**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:** Move students from PP to P and P to Advanced on TCAP Reading across the school. **Root Cause(s) Addressed:** Teachers do not have sufficient professional development to move students from PP to P and P to A. Students struggle with reading comprehension and SIOP/ELL strategies to close gaps in academic achievement.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Professional Development using SIOP/ELL strategies is provided monthly to all K-5 teachers, specials teachers and support staff. Staff must implement 2-3 strategies after each PD and provide feedback.  Specific PD will be offered during the year to support SIOP strategies based on teacher feedback  Professional Development will be aligned to the Focus on Literacy Initiative through EdisonLearning for all grades K-8. Specific focus on reading comprehension strategies across all curricular and specials.	Ongoing this year	Reading Achievement Coordinator: Kim Lindley Spanish/ELL Teacher: Carolyn Kegeris  Reading Intervention Teacher supports Grades 3-8: Priscilla Collington-Williams All Curriculum Coordinators will address ELL concerns  Charlotte Kelly, D of A for Literacy	Open Court Reading Curriculum K-5  Use of Nonlinguistic Representations for ELL from Classroom Instruction that works for ELL  Hands on, experiential learning in science and social studies.  Elements of Literature is curriculum for 6-8.	STAR & DRA test scores  Benchmark Data & CELA & ACCESS Assessments  Unit Assessments in Reading  Monthly PD's for SIOP provided to all classroom support. Admin w/ look for evidence of SIOP strategies during observations. Analyze data from monthly reading, writing and math benchmarks charting growth for ELL students.	Ongoing professional development for teachers in supporting gifted/talented students
Enhance the skills of the RAC and ELL Teacher through additional Professional Development	August '11	D of A Sandi Hansen	PD from EdisonLearning	Professional Development for Staff	Ongoing
ELL Teacher will provide small group instruction for identified students in reading, writing and math. Teachers will plan with ELL Teacher to be certain weak skills are reinforced	Ongoing this year	Spanish/ELL Teacher: Carolyn Kegeris & Classroom teachers	Open Court Reading & Elements of Literature Use of Nonlinguistic	Monthly Benchmark Assessment (Grades 2-8) Unit assessments for core	Ongoing support from ELL teacher and classroom teacher

appropriately.			Representations for ELL from Classroom Instruction that works for ELL	curriculum (Grades K-8) Daily Assessments w/ ELL Teacher or classroom teacher	
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\* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

**Major Improvement Strategy #2:** Junior Academy CELA Growth **Root Cause(s) Addressed:** 1) Our CELA students are scoring Proficient on CELA, but are missing a question or two which is preventing them from being moved out of CELA. Our proficiency is high, yet our growth is low – therefore, growth is limited when 1 or 2 questions are the issue. These students need to be exited from CELA for us to achieve points in growth. 2): A significant percentage of students appear to be misidentified on the Home Language Survey because parents do not understand what the survey is asking. As a result, students are given an ELL identification that are fluent in English, are able to read, write, listen and speak the language.

**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)
Give the higher CELA students strategies they need to place out on their next CELA test. Continue to provide low CELA students with ELL pullout support twice each week for 40 minutes/time GOAL – to exit those students that are achieving proficiency by end of this year.	December  Ongoing	Priscilla Collington-Williams – ELL Teacher JA Language Arts Teachers	ELL Curriculum \$3000 ELL Teacher salary charged to site budget & Title I funds	Monday & Thursday morning ELL pullout times Adjustment to ELL schedule may be necessary to support new groups: 10 - 8 <sup>th</sup> Graders 19 - 7 <sup>th</sup> Graders 13 - 6 <sup>th</sup> Graders	In Progress
Design an exit strategy for students who are determined to be proficient on CELA assessment. When can students take a placement test? - Can parents "opt out" on forms	Ongoing	Kim Lindley – Reading Achievement Coordinator Priscilla Collington-Williams – ELL Teacher Teri Lane – Enrollment Secretary	District provided CELA Assessments  Explain Home Language Survey to all new families	Assessments: CELA Placement is Aug –May CELA Pro Dec to Jan Score Adv on CELA Pro + High Stakes Test for 2 yrs.	In Progress
All Core Teachers use reading strategies and vocabulary strategies with all students.	Ongoing	JA Core Teachers – classroom interventions Sandy Hansen, VPES Kim Lindley – RAC	PD on Vocabulary Strategies Across the Curriculum –completed  Additional SIOP/Vocabulary PD	Reading and vocabulary strategies are imbedded in all middle school instruction.	In Progress  In Progress
Enrollment Secretary will meet with all new parents to explain the purpose of the Home Language Survey and answer questions. Purpose to ensure only students who are second language learners are identified as ELL.	Ongoing	Teri Lane, Enrollment Secretary	District survey for Home Language Inventory & Video to explain purpose of HLI. CDE CELA designation criteria	CELA Placement Reports sent to Reading Achievement Coordinator	In Progress
<b>NOTE:</b> CELA has been replaced with ACCESS assessments effective September 2012.					

**Major Improvement Strategy #3:** TCAP and SPF data shows that students in Minority Subgroups are not advancing their math achievement or math growth at the same rate as the reference group.  
**Root Cause(s) Addressed:** Incorrect implementation of Everyday Math Curriculum (K-5) does not allow students to master skills. Geometry and Measurement are not given enough emphasis in the curriculum. We did not have a highly qualified math interventionist in the past.

**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)
Doug Stiles hired as Math Intervention Teacher for middle school program in grades 6-8	Full-time Teacher	Doug Stiles	Title I funds provide salary for Math Intervention Teacher	Daily support for students in 6-8 grades, specific classes for remediation and acceleration.	In progress
Doug Stiles and classroom teachers to pull ELL groups for math support in Junior Academy	Bi-weekly	Doug Stiles, Katie Stultz, Ashley Kramer, David Conger	\$4,000 from Title I funds for ALEKS		In progress
Staff to incorporate ELL strategies into math lessons	August – Half Day PD Monthly PDs	Priscilla Collington-Williams, Carolyn Kegeris, all math teachers	Title I & III funds for Priscilla Collington-Williams' salary	Monthly PDs will be facilitated by Priscilla where teachers learn new ELL strategies and also share their implementation results from previous PD.	In progress
Teachers will check for understanding and reinforce skills as a strength in Math Boxes	Daily	Katie Stultz, Caron Barks, all Everyday Math teachers		Included as part of Quarterly report card grades	In progress, with a review during Math PD in December
Geometry and Measurement Intensive	Geometry Intensive in January 2013, Measurement Intensive in February 2013	Caron Barks, Katie Stultz, all math teachers	Additional PD provided by Sue Gorman, Director of Achievement, Math (EdisonLearning)	Part of 3 <sup>rd</sup> Quarter report card grades	Training on January 7 <sup>th</sup>
Math Curriculum Coordinators to have an ELL focused PD and follow up with observations focused on ELL strategies	Starting 3 <sup>rd</sup> Quarter, ongoing	Katie Stultz, Caron Barks, all math teachers		Bi-monthly	December PD
Teachers to complete lesson plan template that includes a section for ELL strategies	On going	All teachers		Unit based	In progress
Most Junior Academy students (all but 30 students) to have account with ALEKS	October and forward	Katie Stultz, Ashley Kramer, David Conger, Doug Stiles	\$4,000 from Title I funds for ALEKS	Program makes assessments on daily basis for all students and adapts to mastery level, Monthly Benchmark	In progress



				Assessment	
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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)