

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6676 School Name: PALMER ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		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 th percentile by using 1-year or 3-years of data	R	71.65%	-	-	64.62%	-	-	Overall Rating for Academic Achievement: Approaching <small>* Consult your School Performance Framework for the ratings for each content area at each level.</small>
		M	70.89%	-	-	55.81%	-	-	
		W	53.52%	-	-	48.46%	-	-	
		S	47.53%	-	-	18.42%	-	-	
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: Exceeds <small>* Consult your School Performance Framework for the ratings for each content area at each level.</small>
			Elem	MS	HS	Elem	MS	HS	
		R	35	-	-	61	-	-	
		M	61	-	-	73	-	-	
		W	49	-	-	67	-	-	
ELP	45	-	-	53	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	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.

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?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

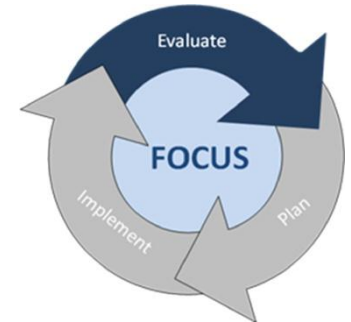
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Elizabeth Trujillo, Principal
	Email	Elizabeth_Trujillo@dpsk12.org
	Phone	720-424-5000
	Mailing Address	995 Grape Street Denver, CO 80220
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percentage of students scoring proficient or advanced in writing will be 52 or higher.	The percentage of students scoring proficient or advanced in writing was 48. We missed our target by 4 points.	Palmer completed a PDU “Looking at Writing Components. The entire school participated in the Young Author’s Program. During the school year the staff worked in vertical groups that looked at writing across grade levels. The staff was focused on writing completing a writing prompt with students once a month. They then analyzed the results to move forward. We reflected and had opportunities to share out as a staff. Grade level meeting also focused on writing.
Academic Growth	Our median growth percentile in writing will be 60.	Our median growth percentile in writing was 67. We exceeded our target by 7 points.	
Academic Growth Gaps	N/A		
Post Secondary Readiness	N/A		



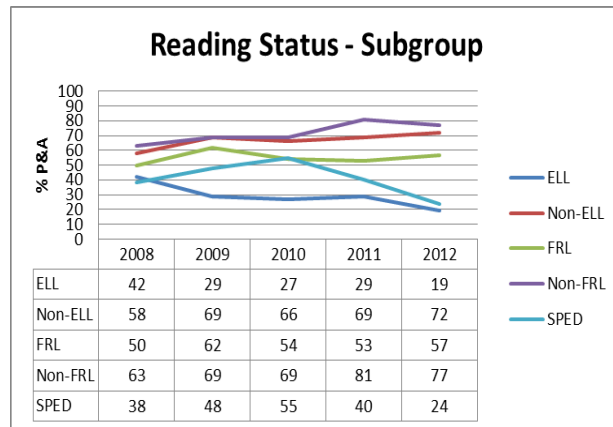
Worksheet #2: Data Analysis

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 style="text-align: center;">Status - Overall</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>57</td> <td>66</td> <td>62</td> <td>64</td> <td>64</td> </tr> <tr> <td>Writing</td> <td>37</td> <td>52</td> <td>43</td> <td>49</td> <td>48</td> </tr> <tr> <td>Math</td> <td>53</td> <td>62</td> <td>58</td> <td>54</td> <td>56</td> </tr> <tr> <td>Science</td> <td>23</td> <td>30</td> <td>29</td> <td>46</td> <td>18</td> </tr> </tbody> </table> <p>The percentage of our students scoring proficient and advanced on the reading CSAP/TCAP has remained stable from 2009-2012 and is below the state’s expectation of 72.</p> <p>The percentage of our students scoring proficient and advanced on the writing CSAP/TCAP has remained stable from 2010-2012 and is below the state’s expectation of 54.</p> <p>The percentage of our students scoring proficient and advanced on the math CSAP/TCAP has remained stable from 2010-2012 and is below the state’s expectation of 71.</p>		2008	2009	2010	2011	2012	Reading	57	66	62	64	64	Writing	37	52	43	49	48	Math	53	62	58	54	56	Science	23	30	29	46	18	<p>The percentage of students scoring proficient and advanced on the reading CSAP/TCAP has remained stable from 2009-2012 (66, 62, 64, 64) with the latest score being 7.6 points below state expectations.</p>	<p>We lack consistency and effectiveness in implementation of reader’s workshop and small group instruction across grade levels.</p>
	2008	2009	2010	2011	2012																												
Reading	57	66	62	64	64																												
Writing	37	52	43	49	48																												
Math	53	62	58	54	56																												
Science	23	30	29	46	18																												

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

The percentage of our students scoring proficient and advanced on the science CSAP/TCAP has increased and then decreased from 2010-2012 and is below the state's expectation of 48.



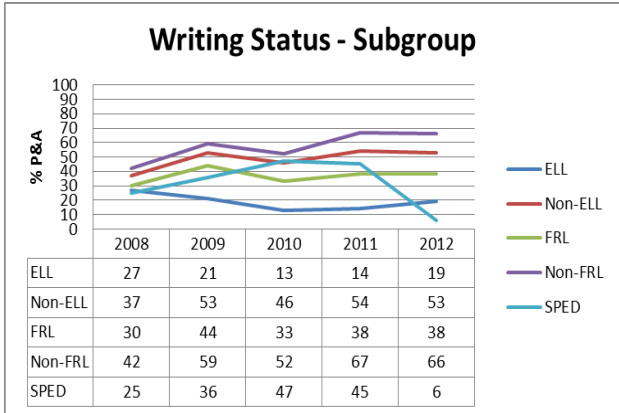
The percentage of our English Language Learners scoring proficient and advanced on the reading CSAP/TCAP has decreased from 2008-2012 and is below the state's expectation of 72.

The percentage of our Non-English Language Learners and our Non-Free and Reduced Lunch students scoring proficient and advanced on the reading CSAP/TCAP has increased from 2008-2012 and is above the state's expectation of 72.

The percentage of our Free and Reduced Lunch students scoring proficient and advanced on the reading CSAP/TCAP has remained stable from 2010-2012 and is above the state's expectation of 72.

The percentage of our Special Education students scoring proficient and advanced on the reading CSAP/TCAP has decreased from 2010-2012 and is above the state's expectation of 72.

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



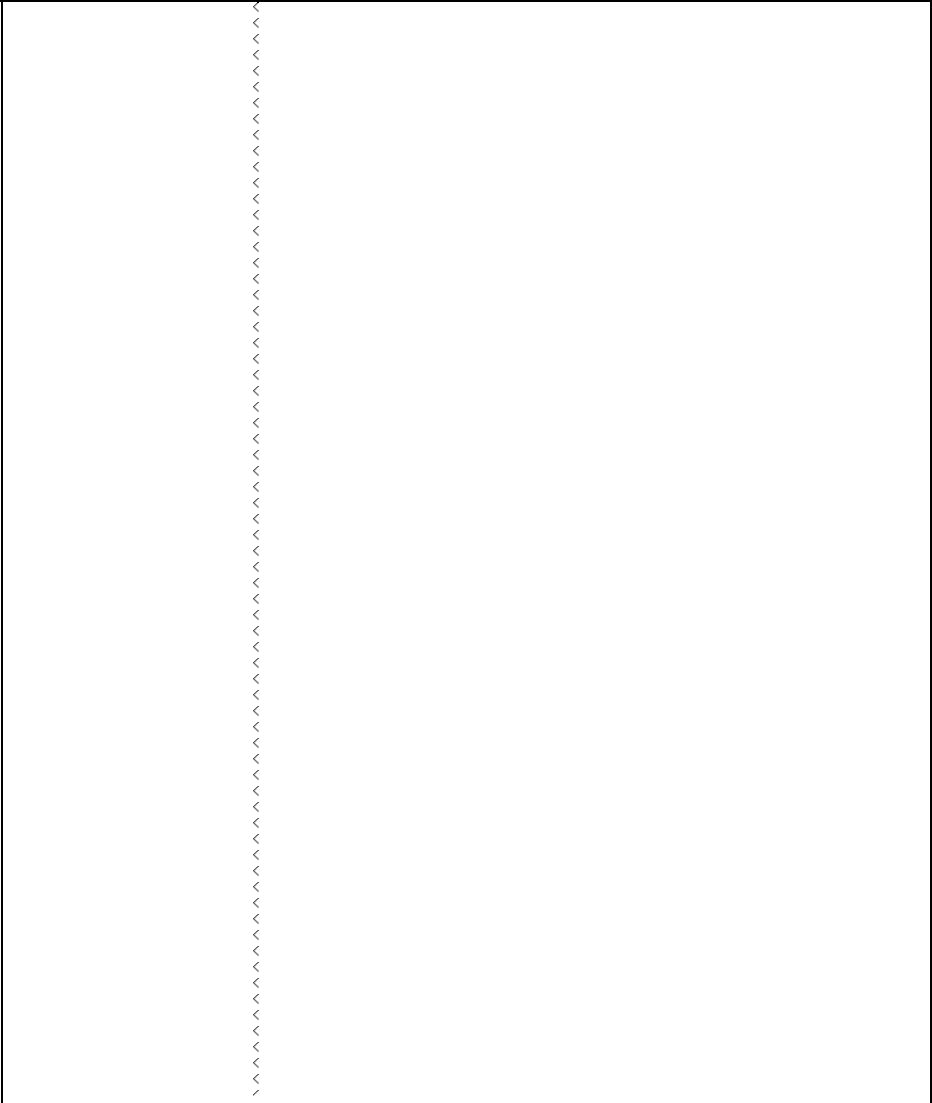
The percentage of our English Language Learners scoring proficient and advanced on the writing CSAP/TCAP has decreased and increased from 2008-2012 and is below the state's expectation of 54.

The percentage of our Non-English Language Learners students scoring proficient and advanced on the writing CSAP/TCAP has remained stable from 2009-2012 and is just below the state's expectation of 54.

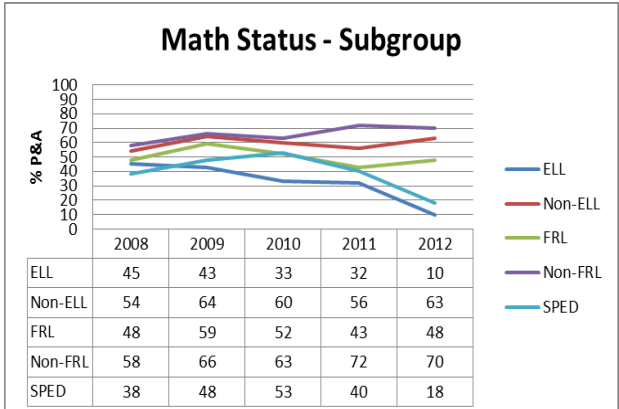
The percentage of our Free and Reduced Lunch students scoring proficient and advanced on the writing CSAP/TCAP has remained stable from 2008-2012 and is below the state's expectation of 54.

The percentage of our Non-Free and Reduced Lunch students scoring proficient and advanced on the writing CSAP/TCAP has increased from 2008-2012 and is above the state's expectation of 54.

The percentage of our Special Education students scoring proficient and advanced on the writing CSAP/TCAP has decreased from 2008-2012 and is below the state's expectation of 54.



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

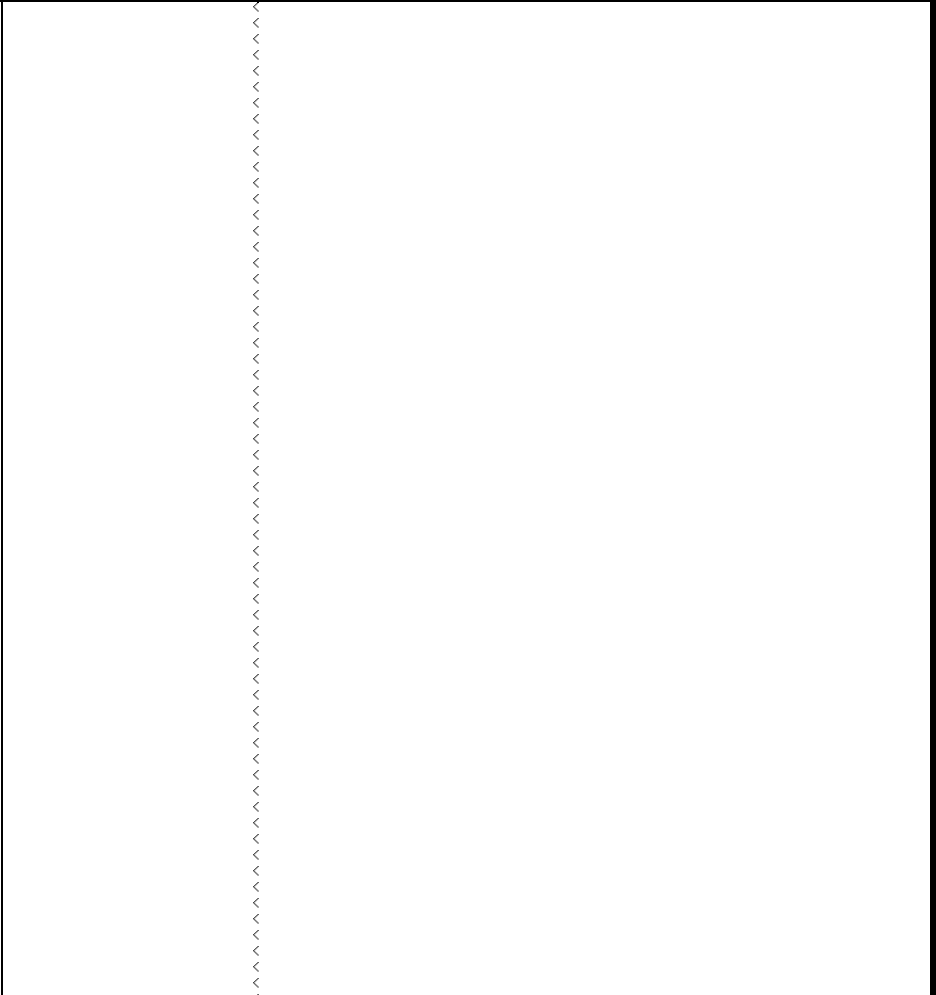


The percentage of our English Language Learners scoring proficient and advanced on the math CSAP/TCAP has decreased from 2008-2012 and is below the state's expectation of 71.

The percentage of our Non-English Language Learners and our Free and Reduced Lunch students scoring proficient and advanced on the math CSAP/TCAP has remained stable from 2008-2012 and is below the state's expectation of 71.

The percentage of our Non-Free and Reduced Lunch students scoring proficient and advanced on the math CSAP/TCAP has increased from 2008-2012 and is just below the state's expectation of 71.

The percentage of our Special Education students scoring proficient and advanced on the reading CSAP/TCAP has decreased from 2008-2012 and is below the state's expectation of 71.



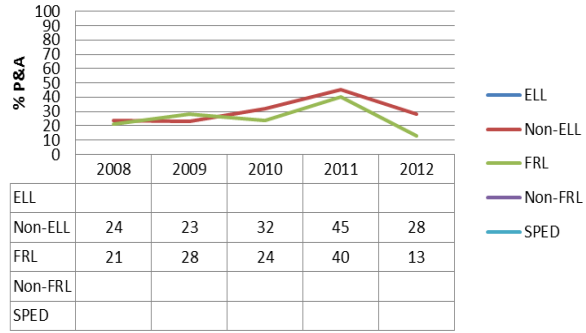
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

Science Status - Subgroup



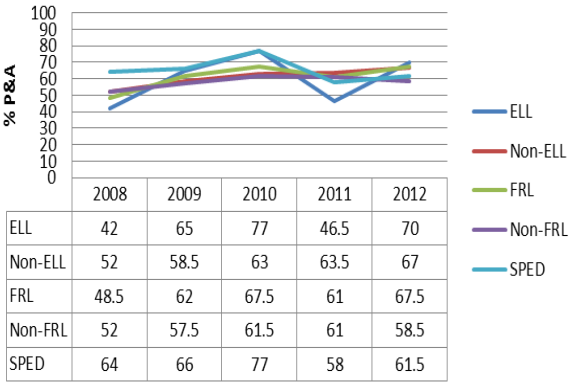
The percentage of our Non-English Language Learners scoring proficient and advanced on the science CSAP/TCAP has remained stable from 2008-2012 and is below the state's expectation of 48.

The percentage of our Free and Reduced Lunch students scoring proficient and advanced on the science CSAP/TCAP has decreased from 2008-2012 and is below the state's expectation of 48.

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;">Growth - Overall</p> <table border="1" data-bbox="430 625 877 743"> <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>54</td> <td>59</td> <td>67</td> <td>53</td> <td>61</td> </tr> <tr> <td>Writing</td> <td>52</td> <td>59</td> <td>64.5</td> <td>61</td> <td>67</td> </tr> <tr> <td>Math</td> <td>53</td> <td>64</td> <td>60.5</td> <td>59</td> <td>73</td> </tr> </tbody> </table> <p>The median growth percentile for our students on the reading and math CSAP/TCAP has decreased and increased from 2008-2012 and is above the state's median.</p> <p>The median growth percentile for our students on the writing CSAP/TCAP has increased from 2008-2012 and is above the state's median.</p>		2008	2009	2010	2011	2012	Reading	54	59	67	53	61	Writing	52	59	64.5	61	67	Math	53	64	60.5	59	73	<p>The overall median growth percentile for our students on the reading CSAP/TCAP has increased and decreased from 2008-2012 (54, 59, 67, 53, 61) with two of the five years being just 3-4 points above the state median of 50.</p>	<p>We lack consistency and effectiveness in implementation of reader's workshop and small group instruction across grade levels.</p>
		2008	2009	2010	2011	2012																					
Reading	54	59	67	53	61																						
Writing	52	59	64.5	61	67																						
Math	53	64	60.5	59	73																						
<p style="text-align: center;">CELA Overall Growth</p> <table border="1" data-bbox="451 1356 913 1421"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>CELA</td> <td>48</td> <td>48</td> <td>58</td> <td>53</td> </tr> </tbody> </table>		2009	2010	2011	2012	CELA	48	48	58	53																	
	2009	2010	2011	2012																							
CELA	48	48	58	53																							

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	The overall median growth percentile for students on the CELA has increased and decreased from 2009-2012 and is above the adequate growth percentile of 45.																										
Academic Growth Gaps	<div style="text-align: center;"> <p>Reading Growth - Ethnicity</p> <table border="1" style="margin: 10px 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>Black</td> <td>51.5</td> <td>72</td> <td>51.5</td> <td>50</td> <td>48.5</td> </tr> <tr> <td>Hispanic</td> <td>48</td> <td>58</td> <td>83</td> <td>55.5</td> <td>55.5</td> </tr> <tr> <td>White</td> <td>56.5</td> <td>54</td> <td>62</td> <td>53</td> <td>81</td> </tr> </tbody> </table> </div> <p>The median growth percentile for our Black students on the reading CSAP/TCAP has remained stable from 2008-2012 and is below the state's median.</p> <p>The median growth percentile for our Hispanic students on the reading CSAP/TCAP has remained stable from 2008-2012 and is above the state's median.</p> <p>The median growth percentile for our white students on the reading CSAP/TCAP has increased from 2008-2012 and is above the state's median.</p>		2008	2009	2010	2011	2012	Black	51.5	72	51.5	50	48.5	Hispanic	48	58	83	55.5	55.5	White	56.5	54	62	53	81	<p>The median growth percentile for our English Language Learners on the reading CSAP/TCAP has increased and decreased from 2008-2012 (55, 67, 85, 44, 61) with two of the five years being either below or just five points above the state median of 50.</p>	<p>We do not effectively communicate and collaborate as a staff in cross planning and implementing best practices for ELL students.</p>
	2008	2009	2010	2011	2012																						
Black	51.5	72	51.5	50	48.5																						
Hispanic	48	58	83	55.5	55.5																						
White	56.5	54	62	53	81																						

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p style="text-align: center;">Reading Growth - Subgroups</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>55</td> <td>67</td> <td>85</td> <td>44</td> <td>61</td> </tr> <tr> <td>Non-ELL</td> <td>53.5</td> <td>59</td> <td>64</td> <td>54</td> <td>61</td> </tr> <tr> <td>FRL</td> <td>51</td> <td>63</td> <td>55</td> <td>48</td> <td>52.5</td> </tr> <tr> <td>Non-FRL</td> <td>58</td> <td>52.5</td> <td>70.5</td> <td>55</td> <td>80</td> </tr> <tr> <td>SPED</td> <td>53.5</td> <td>63</td> <td>77</td> <td>37</td> <td>51.5</td> </tr> </tbody> </table> <p>The median growth percentiles for our English Language Learners, Non- English Language Learners, Non-Free and Reduced Lunch, and Special Education students on the reading CSAP/TCAP have increased and decreased from 2008-2012 and are above the state's median.</p> <p>The median growth percentile for our Free and Reduced Lunch students on the reading CSAP/TCAP has remained stable from 2008-2012 and is above the state's median.</p>		2008	2009	2010	2011	2012	ELL	55	67	85	44	61	Non-ELL	53.5	59	64	54	61	FRL	51	63	55	48	52.5	Non-FRL	58	52.5	70.5	55	80	SPED	53.5	63	77	37	51.5		
	2008	2009	2010	2011	2012																																		
ELL	55	67	85	44	61																																		
Non-ELL	53.5	59	64	54	61																																		
FRL	51	63	55	48	52.5																																		
Non-FRL	58	52.5	70.5	55	80																																		
SPED	53.5	63	77	37	51.5																																		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p style="text-align: center;">Writing Growth - Subgroups</p>  <table border="1" data-bbox="430 592 871 803"> <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>42</td> <td>65</td> <td>77</td> <td>46.5</td> <td>70</td> </tr> <tr> <td>Non-ELL</td> <td>52</td> <td>58.5</td> <td>63</td> <td>63.5</td> <td>67</td> </tr> <tr> <td>FRL</td> <td>48.5</td> <td>62</td> <td>67.5</td> <td>61</td> <td>67.5</td> </tr> <tr> <td>Non-FRL</td> <td>52</td> <td>57.5</td> <td>61.5</td> <td>61</td> <td>58.5</td> </tr> <tr> <td>SPED</td> <td>64</td> <td>66</td> <td>77</td> <td>58</td> <td>61.5</td> </tr> </tbody> </table> <p>The median growth percentiles for our English Language Learners and Special Education students on the writing CSAP/TCAP have decreased and increased from 2010-2012 and are above the state's median.</p> <p>The median growth percentile for our Non-English Language Learners on the writing CSAP/TCAP has increased from 2008-2012 and is above the state's median.</p> <p>The median growth percentiles for our Free and Reduced Lunch and Non-Free Reduced Lunch students on the writing CSAP/TCAP have remained stable from 2008-2012 and are above the state's median.</p> <p>The median growth percentile for our Non-Free and Reduced Lunch students on the writing CSAP/TCAP has remained stable from 2009-2012 and is above the state's median.</p>		2008	2009	2010	2011	2012	ELL	42	65	77	46.5	70	Non-ELL	52	58.5	63	63.5	67	FRL	48.5	62	67.5	61	67.5	Non-FRL	52	57.5	61.5	61	58.5	SPED	64	66	77	58	61.5		
	2008	2009	2010	2011	2012																																		
ELL	42	65	77	46.5	70																																		
Non-ELL	52	58.5	63	63.5	67																																		
FRL	48.5	62	67.5	61	67.5																																		
Non-FRL	52	57.5	61.5	61	58.5																																		
SPED	64	66	77	58	61.5																																		

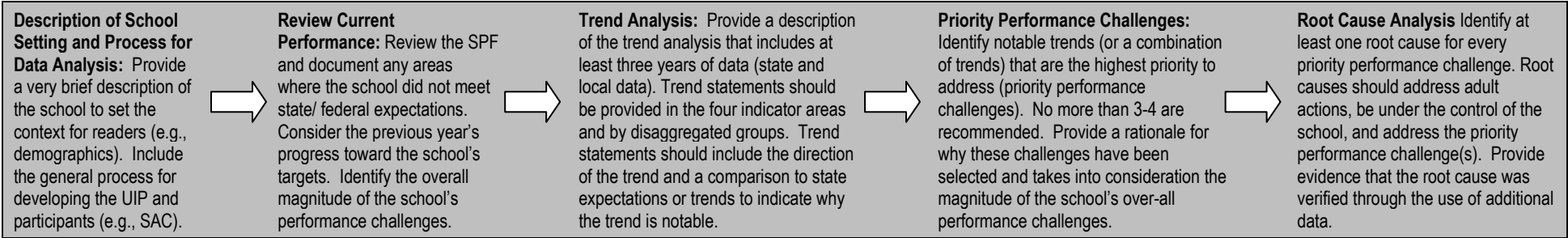
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p style="text-align: center;">Math Growth - Ethnicity</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>48.5</td> <td>69</td> <td>58</td> <td>53</td> <td>73.5</td> </tr> <tr> <td>Hispanic</td> <td>52</td> <td>70</td> <td>61.5</td> <td>65.5</td> <td>78</td> </tr> <tr> <td>White</td> <td>51.5</td> <td>64</td> <td>73</td> <td>67</td> <td>71</td> </tr> </tbody> </table> <p>The median growth percentiles for our Black and Hispanic students on the math CSAP/TCAP have increased from 2008-2012 and are above the state's median.</p> <p>The median growth percentile for our white students on the math CSAP/TCAP has remained stable from 2010-2012 and is above the state's median.</p>		2008	2009	2010	2011	2012	Black	48.5	69	58	53	73.5	Hispanic	52	70	61.5	65.5	78	White	51.5	64	73	67	71		
	2008	2009	2010	2011	2012																						
Black	48.5	69	58	53	73.5																						
Hispanic	52	70	61.5	65.5	78																						
White	51.5	64	73	67	71																						

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
<p>Post Secondary & Workforce Readiness</p>	<div style="text-align: center;"> <h3>Math Growth - Subgroups</h3> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>34</td> <td>79</td> <td>67</td> <td>66</td> <td>69</td> </tr> <tr> <td>Non-ELL</td> <td>54.5</td> <td>64</td> <td>60</td> <td>58.5</td> <td>73</td> </tr> <tr> <td>FRL</td> <td>54</td> <td>64</td> <td>58</td> <td>56.5</td> <td>75</td> </tr> <tr> <td>Non-FRL</td> <td>51</td> <td>71</td> <td>66</td> <td>65</td> <td>69</td> </tr> <tr> <td>SPED</td> <td>41.5</td> <td>52</td> <td>61</td> <td>81</td> <td>74.5</td> </tr> </tbody> </table> </div> <p>The median growth percentile for our English Language Learners on the math CSAP/TCAP has remained stable from 2010-2012 and is above the state's median.</p> <p>The median growth percentile for our Non-English Language Learners and our Free and Reduced Lunch students on the math CSAP/TCAP has increased from 2008-2012 and are above the state's median.</p> <p>The median growth percentile for our Non-Free and Reduced Lunch students on the math CSAP/TCAP has remained stable from 2009-2012 and is above the state's median.</p> <p>The median growth percentile for our Special Education students on the math CSAP/TCAP has increased and decreased from 2008-2012 and is above the state's median.</p>		2008	2009	2010	2011	2012	ELL	34	79	67	66	69	Non-ELL	54.5	64	60	58.5	73	FRL	54	64	58	56.5	75	Non-FRL	51	71	66	65	69	SPED	41.5	52	61	81	74.5		
	2008	2009	2010	2011	2012																																		
ELL	34	79	67	66	69																																		
Non-ELL	54.5	64	60	58.5	73																																		
FRL	54	64	58	56.5	75																																		
Non-FRL	51	71	66	65	69																																		
SPED	41.5	52	61	81	74.5																																		
<p>Post Secondary & Workforce Readiness</p>	<p>N/A</p>																																						

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



Narrative:

Description of School and Process for Data Analysis

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

Demographic Information listed on Palmer's 2011 Stoplight Summary Scorecard for the 2010-11 school year:

Enrollment:	312	%ELL:	14.1%
%FRL:	62.5%	%SPED:	13.8%
%Minority Combined:	56.4%		

Palmer Elementary was rated "green" on the School Performance Framework in the 2011-12 school year. The school has been rated green for the past four years with continued growth for the past three years in a row.

Palmer's principal and School Leadership Team initially met to study the data. Three years of data in different areas related to academic performance trends were considered in decisions leading to trends and priority needs for students. Their findings were then shared with staff. The data from three years of TCAP assessments, district administered interim assessments, STAR assessments and staff assessment checks during the school year were considered. Trends were consistent across these measures. Our analysis of cumulative data determined that reading was Palmer's priority need. Progress monitoring, differentiation, and the implementation of best practices in guided reading would be a focus. In addition, there is a lack of rigorous, intentional instruction in development of skills and reading strategies in reading. The data also shows inconsistencies among grade levels in the inclusion of all the components of the literacy block.

Review Current Performance

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

Student Performance measures for State and Federal Accountability measure growth in TCAP for reading, math and writing expectations. Palmer exceeded expectations for growth gaps and exceeded expectations for overall academic growth; therefore, meeting expectations on the overall score on the School Performance Framework for 2012. According to the School Performance Framework, Palmer earned 72% of the possible points for student progress over time (growth) therefore, exceeding growth spotlight. Palmer earned 66% of the possible points for the status indicators and met expectations. There are two areas in which Palmer has shown difficulty in meeting over the past two years. These are in the areas of Student Engagement and Parent Satisfaction. In Student Engagement Palmer earned 50% of the possible points and grew from 38% of the possible points to 50% for Parent Satisfaction. Palmer is “approaching” in both of these areas. Palmer did not meet the re-enrollment area of the School Performance Framework and has gone down in enrollment by 9%.

On September 4, 2012, our staff convened to review last year’s targets. Our results are as follows: Our school was approaching state expectations for status. We exceeded for both growth and growth gaps. We also had these results around our last year’s targets:

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percentage of students scoring proficient or advanced in writing will be 52 or higher.	The percentage of students scoring proficient or advanced in writing was 48. We missed our target by 4 points.	We had a writing PDU looking at writing components. We participated in Young Author's. We had vertical alignment. The staff was focused on writing and aware. We reflected and had opportunities to share out as a staff. Students had monthly writing prompts. We had grade level meetings.
Academic Growth	Our median growth percentile in writing will be 60.	Our median growth percentile in writing was 67. We exceeded our target by 7 points.	
Academic Growth Gaps	N/A		
Post Secondary Readiness	N/A		

Trend Analysis

(Talk about what data you analyzed including relevant local performance data such as STAR and Interims. Consider comparing school and district data. Describe trends you noticed including negative trends (priority performance challenges.) Be explicit about which indicator the trend refers to (status, growth, growth gaps.) Include analysis of data at a

more detailed level than presented in the SPF report including **all** students (for example, within a cohort, within a grade level, within a disaggregated group).

On September 4, 2012, the whole staff convened to examine TCAP status and growth reports across content areas. We noted the following trends:

1. The percentage of students scoring proficient and advanced on the reading CSAP/TCAP has remained flat from 2009-2012 (66, 62, 64, 64) with the latest score being 7.6 points below state expectations.
2. The overall median growth percentiles for our students on the reading CSAP/TCAP has been inconsistent from 2008-2012 (54, 59, 67, 53, 61) with two of the five years being just 3-4 points above the state median of 50.
3. The median growth percentiles for our English Language Learners on the reading CSAP/TCAP has been inconsistent from 2008-2012 (55, 67, 85, 44, 61) with two of the five years being either below or just five points above the state median of 50.

Please refer to the trends column for additional trends.

Priority Performance Challenges

On September 10, 2012, the School Leadership Team (SLT) examined a visual representation of our trends data across content areas and subgroups utilizing this tool:

Reading				Writing				Math				Science	
TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend
64	→	61	incon	48	→	67	↑	56	→	73	↓	18	→
53	↓			42	↑			44	↓				
75	↑	63	incon	53	incon	72	↑	73	→	78	↓		
61	→	53	incon	47	incon	61	incon	45	↓	55		18	incon
61		48.5	→	53		72	↑	49		73.5	↑	19	
48		55.5	→	29		66.5	↓	27		78	↑		
85		81	↑	61		56	incon	88		71	→		
61	→			41	incon			64	↑			28	→
67	→			54	→			48	↓			10	↓
57	→	52.5	→	38	→	67.5	→	48	→	75	↑	13	↓
77	↑	80	incon	66	↑	58.5	→	70	↑	69	→		→
19	↓	61	incon	19	→	70	incon	10	↓	69	→		
72	↑	61	incon	53	→	67	↑	63	→	73	↑	28	→
24	↓	51.5	incon	6	↓	58.5	incon	18	↓	74.5	incon		
70	→			54	→			61	→			21	incon

We selected reading as a content area of focus so that we can leverage our work to improve across all content areas. If students were not strong readers, they will not perform well in other subjects. We also decided that staff needed a consistent understanding of strong instructional strategies in reading, as well as consistent progress-monitoring tool for students to assist teachers in planning and presentation of lessons. Present data shows that this school year, Palmer has students performing across the spectrum of high, middle and low abilities in all grades. There is such a difference in student abilities that differentiation will prove difficult as a result of teacher abilities to meet the needs of all students without strong support from the intervention staff, special education staff and the ELA teacher. We captured our observations, applied the REAL criteria, and agreed upon the following priority performance challenges:

Status:

The percentage of students scoring proficient and advanced on the reading CSAP/TCAP has remained flat from 2009-2012 (66, 62, 64, 64) with the latest score being 7.6 points below state expectations.

Growth:

The overall median growth percentiles for our students on the reading CSAP/TCAP has been inconsistent from 2008-2012 (54, 59, 67, 53, 61) with two of the five years being just 3-4 points above the state median of 50.

Growth Gaps:

The median growth percentiles for our English Language Learners on the reading CSAP/TCAP has been inconsistent from 2008-2012 (55, 67, 85, 44, 61) with two of the five years being either below or just five points above the state median of 50.

Root Cause Analysis

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

Root cause analysis was conducted as a two-part conversation. Part I involved the entire school staff on September 25, 2012. We presented the priority performance challenges and generated all possible explanations for status, growth, and growth gaps. We then took explanations that we could not control or were not supported by data. We consolidated and named the remaining explanations in sentences crafted as deficits (we lack/do not have/have not mastered.) Some of the possible root causes we generated were as follows:

- We do not have a working schedule that allows for consistent reading instruction. (pull-outs, assemblies, class time)
- We do not have consistency across grade levels with reading instruction and/or practice.
- We lack a consistent guided reading program which would help with metacognitive practice, deeper level thinking and helps connect programming.

- We don't help the ELA teacher transfer what we teach in the classroom.

The SLT then convened on September 27, 2012 to begin to prioritize the remaining items and to examine "why." The following root causes were identified:

- We lack consistency and effectiveness in implementation of reader's workshop and small group instruction across grade levels.
- We do not effectively communicate and collaborate as a staff in cross planning and implementing best practices for ELL students.

We then verified the root causes through anecdotal data and classroom observations.

ONGOING

Interim Measures

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

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

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

April: CELA, additional informal data

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

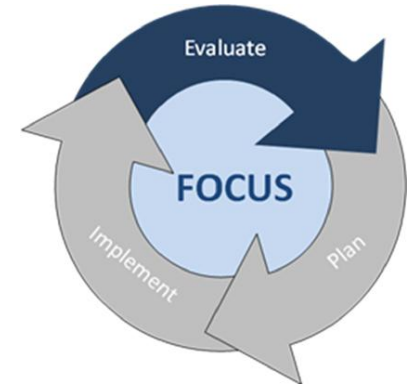
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	The percentage of students scoring proficient and advanced on the reading CSAP/TCAP has remained stable from 2009-2012 (66, 62, 64, 64) with the latest score being 7.6 points below state expectations.	The percentage of students scoring proficient and advanced on the reading TCAP will be 74.	The percentage of students scoring proficient and advanced on the reading CSAP/TCAP will be 79.	<p>DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of students making at least one year's worth of growth as per DRA2/EDL2 guidelines.</p> <p>STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and</p>	Identify and implement best practices around reader's workshop and small group instruction across grade levels.

						<p>May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines.</p> <p>Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.</p>	
		M					
		W					
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	The overall median growth percentiles for our students on the reading CSAP/TCAP has been inconsistent from 2008-2012 (54, 59, 67, 53, 61) with two of the five years being just 3-4 points above the state median of 50.	The median growth percentile for our students on the reading TCAP will be 61.	The median growth percentile for our students on the reading TCAP will be 65.	DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of	Identify and implement best practices around reader's workshop and small group instruction across grade levels.

						<p>students making at least one year's worth of growth as per DRA2/EDL2 guidelines.</p> <p>STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines.</p> <p>Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.</p>	
			M				
			W				
			ELP				

Academic Growth Gaps	Median Student Growth Percentile	R	<p>The median growth percentiles for our English Language Learners on the reading CSAP/TCAP has been inconsistent from 2008-2012 (55, 67, 85, 44, 61) with two of the five years being either below or just five points above the state median of 50.</p>	<p>The median growth percentile for our English Language Learners on the reading TCAP will be 61.</p>	<p>The median growth percentile for our English Language Learners on the reading TCAP will be 65.</p>	<p>DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of English Language Learners making at least one year's worth of growth as per DRA2/EDL2 guidelines.</p> <p>STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of English Language Learners making at least one year's worth of growth as per Renaissance STAR</p>	<p>Design and implement a communication system for collaboration and cross planning that supports best practices for English Language Learners.</p>
----------------------	----------------------------------	---	---	---	---	---	---

						Early Literacy and STAR Reading guidelines.	
		M				Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Identify and implement best practices around reader’s workshop and small group instruction across grade levels.

Root Cause(s) Addressed: We lack consistency and effectiveness in implementation of reader’s workshop and small group instruction across grade levels.

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)
Gather baseline data to determine need around readers workshop and small group instruction through <ul style="list-style-type: none"> • Staff survey • Classroom observations • Lesson plans 	October, 2012	SLT	None Needed	Evidence of baseline data will be included in the professional development plan.	
Develop a staff development plan utilizing baseline data.	October 2012	SLT Teacher Leaders	None Needed	Evidence of baseline data will be included in the professional development plan.	
Work with grade level teams to develop a common lesson plan format; include components that are common across grade levels; address in vertical team meetings.	November, 2012	SLT Teacher Leaders	None Needed	Common lesson plan developed for primary and intermediate grades; evidence of use in each classroom	

Collect data on lesson plan use				Lesson plan collection initially; classroom observations of lesson plan use.	
Examine the best practices document with teachers to establish common agreements about the workshop model focused on differentiation through guided reading that will be used throughout the school. Lesson Planning: Components of Readers Workshop Looking at Conferencing Time Management Use of Technology in Reading/Innovation Resources for reading process Integration of reading within other subject areas Real-world School wide activities for reading fun	November – December, 2012	Teacher Leaders; support from Corrigan Carlson, School Improvement Partner SLT Peggy Loader Linda Abeyta	Staff Development Fund in General Budget	Develop common lesson plan sheet, data collection device and schedule for grade level teams and vertical teams to discuss progress of students.	
Professional book study using <u>Next Steps in Guided Reading</u> ; teachers will read portions of the book and will present learning to the staff.	November-December 2012	Teacher Leaders	General Budget	Teacher input on strategies utilized from reading.	
Monthly grade level meetings focused on progress and best instructional practices in reader's workshop.	October, 2012 – May, 2013	Teachers Principal	None	Agendas, STAR reports, running records, guided reading lesson plans and tracking forms, data team reports, student samples will be discussed as evidenced by meeting notes. Student data collection devices to monitor and track student growth. We will use this information during grade level	

				meetings to assist in modifications based on student needs.	
Teachers will visit classrooms within the school and in other schools to observe readers workshop with specific look-fors. Follow-up conversations to reflect on the visits.	November 2012	Teachers	Staff Development Budget	Teacher focus sheets, summary reports Teacher evaluation of learning after participation Sheet developed for focus on guided reading strategies and differentiation strategies.	

* 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: Design and implement a communication system for collaboration and cross planning that supports best practices for English Language Learners.
Root Cause(s) Addressed: We do not effectively communicate and collaborate as a staff in cross planning and implementing best practices for ELL students.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (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)
Utilize "50 Strategies for Teaching English Language Learners" to identify strategies to incorporate into the daily lesson plan.	November, 2012	Teachers	Books already purchased	Specific ELA strategies will be evident on common lesson plan.	
Monthly sharing of strategies for use with English Language Learners; survey with questions and share-out by the ESL teachers.	November, 2012	Teachers Christina Gomez, ELA		Data to indicate whether or not the strategies have been successful	
Develop a schedule to allow ELA teacher to plan with grade levels	November, 2012	SLT Principal		Schedule of planning sessions; data to show growth of ELA students.	

Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

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)

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)