

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6754 School Name: PARK HILL SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	-	-	74.09%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	71.14%	-	-	
		W	53.52%	-	-	67.89%	-	-	
		S	47.53%	-	-	63.41%	-	-	
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 * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	21	-	-	63	-	-	
		M	44	-	-	66	-	-	
		W	33	-	-	60	-	-	
ELP	59	-	-	66	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

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

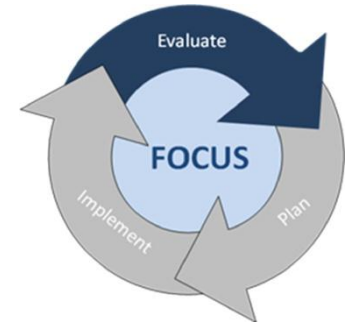
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Tonda Potts, Principal
	Email	tonda_potts@dpsk12.org
	Phone	720-424-4910
	Mailing Address	5050 E. 19th Avenue Denver, CO 80220
2	Name and Title	Fulton Jackson, Principal Resident
	Email	fulton_jackson@dpsk12.org
	Phone	720-424-4910
	Mailing Address	5050 E. 19th Avenue Denver, CO 80220

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 higher in writing will be 63.	The percentage of students scoring proficient or higher in writing was 68. We exceeded our goal by 5 points.	We finally connected vertically to see what needed to be done for third grade readiness - better vertical communication. Improved writing training, genres, expectations via building PD, resources. More posting of student work with rubrics and showcasing what was positive.
Academic Growth	The median growth percentile in writing will be 55.	The median growth percentile for our students in writing was 60. We exceeded our target by 5 points.	
Academic Growth Gaps	The median growth percentile for our special education students in writing will be 55.	The median growth percentile for our special education students in writing was 53. We missed our target by 2 points.	

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.
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)	<div style="text-align: center;"> <p>Status - Overall</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60</td> <td>58</td> <td>63</td> <td>67</td> <td>75</td> </tr> <tr> <td>Writing</td> <td>46</td> <td>48</td> <td>57</td> <td>60</td> <td>68</td> </tr> <tr> <td>Math</td> <td>49</td> <td>53</td> <td>65</td> <td>67</td> <td>71</td> </tr> <tr> <td>Science</td> <td>41</td> <td>43</td> <td>28</td> <td>42</td> <td>65</td> </tr> </tbody> </table> </div> <p>The percentage of students scoring proficient or advanced on the reading TCAP/CSAP has increased from 2008-2012 and is above the state’s expectation of 72.</p> <p>The percentage of students scoring proficient or advanced on the writing TCAP/CSAP has increased from 2008-2012 and is above the state’s expectation of 54.</p> <p>The percentage of students scoring proficient or advanced on the math TCAP/CSAP has increased from 2008-2012 and is above the state’s expectation of 71.</p> <p>The percentage of students scoring proficient or advanced on</p>		2008	2009	2010	2011	2012	Reading	60	58	63	67	75	Writing	46	48	57	60	68	Math	49	53	65	67	71	Science	41	43	28	42	65	<p>The percentage of students at our school who scored proficient or advanced on the writing TCAP/CSAP has increased from 2008-2012 (46, 48, 57, 60, 68) but is the second lowest of all content areas.</p>	<ul style="list-style-type: none"> ~ We lack a clear, concise, cohesive way to assess writing to provide research-based targeted instruction and best practices in core curriculum across grade levels. ~ We have not yet had the opportunity to unpack the CCSS, to map the standards to curriculum, and to see how expectations change across grade levels.
	2008	2009	2010	2011	2012																												
Reading	60	58	63	67	75																												
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	<p>the science TCAP/CSAP has increased from 2010-2012 and is above the state's expectation of 48.</p> <div data-bbox="409 406 1018 779"> <p style="text-align: center;">Reading Status - Subgroup</p> <table border="1"> <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>28</td> <td>5</td> <td>14</td> <td>16</td> <td>20</td> </tr> <tr> <td>Non-ELL</td> <td>63</td> <td>65</td> <td>69</td> <td>74</td> <td>79</td> </tr> <tr> <td>FRL</td> <td>40</td> <td>37</td> <td>42</td> <td>38</td> <td>44</td> </tr> <tr> <td>Non-FRL</td> <td>75</td> <td>74</td> <td>79</td> <td>84</td> <td>90</td> </tr> <tr> <td>SPED</td> <td>18</td> <td>21</td> <td>13</td> <td>16</td> <td>20</td> </tr> </tbody> </table> </div> <p>The percentage of English Language Learners scoring proficient or advanced on the reading TCAP/CSAP has increased from 2009-2012 and is below the state's expectation of 72.</p> <p>The percentage of Non-English Language Learners scoring proficient or advanced on the reading TCAP/CSAP has increased from 2008-2012 and is above the state's expectation of 72.</p> <p>The percentage of Free and Reduced Lunch students scoring proficient or advanced on the reading TCAP/CSAP has increased and decreased from 2008-2012 and is below the state's expectation of 72.</p> <p>The percentage of Non-Free and Reduced Lunch students scoring proficient or advanced on the reading TCAP/CSAP has increased from 2009-2012 and is above the state's expectation</p>		2008	2009	2010	2011	2012	ELL	28	5	14	16	20	Non-ELL	63	65	69	74	79	FRL	40	37	42	38	44	Non-FRL	75	74	79	84	90	SPED	18	21	13	16	20		
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	<p>of 72.</p> <p>The percentage of Special Education students scoring proficient or advanced on the reading TCAP/CSAP has increased from 2010-2012 and is below the state's expectation of 72.</p> <div data-bbox="409 544 1024 925"> <p style="text-align: center;">Writing Status - Subgroup</p> <table border="1"> <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>17</td> <td>9</td> <td>18</td> <td>20</td> <td>7</td> </tr> <tr> <td>Non-ELL</td> <td>48</td> <td>52</td> <td>62</td> <td>65</td> <td>72</td> </tr> <tr> <td>FRL</td> <td>26</td> <td>30</td> <td>37</td> <td>34</td> <td>34</td> </tr> <tr> <td>Non-FRL</td> <td>60</td> <td>61</td> <td>73</td> <td>74</td> <td>85</td> </tr> <tr> <td>SPED</td> <td>10</td> <td>10</td> <td>6</td> <td>14</td> <td>15</td> </tr> </tbody> </table> </div> <p>The percentage of English Language Learners scoring proficient or advanced on the writing TCAP/CSAP has decreased and increased from 2008-2012 and is below the state's expectation of 54.</p> <p>The percentage of Non-English Language Learners and Non-Free and Reduced Lunch students scoring proficient or advanced on the writing TCAP/CSAP has increased from 2008-2012 and is above the state's expectation of 54.</p> <p>The percentage of Free and Reduced Lunch students scoring proficient or advanced on the writing TCAP/CSAP has remained stable from 2008-2012 and is below the state's expectation of 54.</p>		2008	2009	2010	2011	2012	ELL	17	9	18	20	7	Non-ELL	48	52	62	65	72	FRL	26	30	37	34	34	Non-FRL	60	61	73	74	85	SPED	10	10	6	14	15		
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Reading	55	55	53	55	63																						
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	<p style="text-align: center;">CELA Overall Growth</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>CELA</td> <td>32.5</td> <td>44.5</td> <td>51</td> <td>66</td> </tr> </tbody> </table> <p>The overall median growth percentile for students on the CELA has increased from 2009-2012 and is above the adequate growth percentile of 59.</p>		2009	2010	2011	2012	CELA	32.5	44.5	51	66																
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Academic Growth Gaps	<p style="text-align: center;">Reading 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>51</td> <td>49</td> <td>50</td> <td>42</td> <td>42</td> </tr> <tr> <td>Hispanic</td> <td>47.5</td> <td>44.5</td> <td>44</td> <td>40</td> <td>74</td> </tr> <tr> <td>White</td> <td>76</td> <td>77</td> <td>74</td> <td>76</td> <td>68</td> </tr> </tbody> </table> <p>The median growth percentile for our Black students on the reading TCAP/CSAP has decreased from 2008 to 2012 and is below the state's median of 50.</p>		2008	2009	2010	2011	2012	Black	51	49	50	42	42	Hispanic	47.5	44.5	44	40	74	White	76	77	74	76	68	<p>The median growth percentile on the writing TCAP/CSAP for Black students has decreased from 2008-2012 (62, 60, 55, 49, 54) and is the lowest of our ethnic subgroups.</p> <p>The median growth percentile for our Hispanic students on the writing TCAP/CSAP has</p>	<p>We have not adequately identified and implemented strategies to engage and scaffold our instruction for black students.</p>
	2008	2009	2010	2011	2012																						
Black	51	49	50	42	42																						
Hispanic	47.5	44.5	44	40	74																						
White	76	77	74	76	68																						

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p>The median growth percentile for our Hispanic and white students on the reading TCAP/CSAP has decreased and increased from 2008 to 2012 and is above the state's median of 50.</p> <div style="text-align: center;"> <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>ELL</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non-ELL</td> <td>57</td> <td>57</td> <td>54</td> <td>61</td> <td>62.5</td> </tr> <tr> <td>FRL</td> <td>52.5</td> <td>47.5</td> <td>45</td> <td>40</td> <td>56</td> </tr> <tr> <td>Non-FRL</td> <td>61</td> <td>66</td> <td>58</td> <td>65</td> <td>68</td> </tr> <tr> <td>SPED</td> <td>46</td> <td>49.5</td> <td>31.5</td> <td>42</td> <td>52</td> </tr> </tbody> </table> </div> <p>The median growth percentiles for our Non-English Language Learners, Non-Free and Reduced Lunch students, and our Special Education students on the reading TCAP/CSAP have increased from 2010 to 2012 and are above the state's median of 50.</p> <p>The median growth percentile for our Free and Reduced Lunch students on the reading TCAP/CSAP has decreased and increased from 2008 to 2012 and is above the state's median of 50.</p>		2008	2009	2010	2011	2012	ELL						Non-ELL	57	57	54	61	62.5	FRL	52.5	47.5	45	40	56	Non-FRL	61	66	58	65	68	SPED	46	49.5	31.5	42	52	<p>decreased and increased from 2008 to 2012 (58, 55, 58, 46, 60) and has been the lowest of the ethnic subgroups three of five times.</p>	
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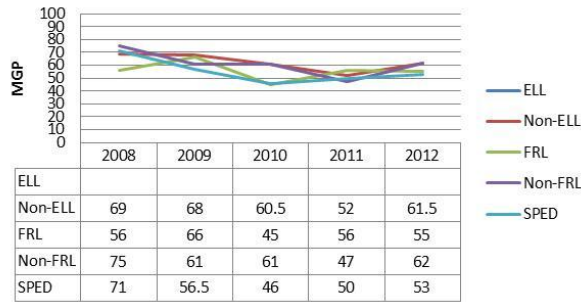
Performance Indicators

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

Priority Performance Challenges

Root Causes

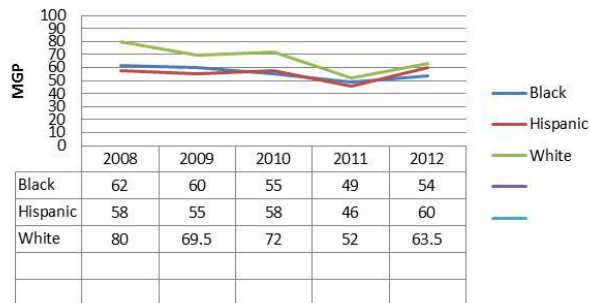
Writing Growth - Subgroup



The median growth percentile for our Special Education students on the writing TCAP/CSAP has increased from 2010 to 2012 and is above the state's median of 50.

The median growth percentiles for our Non-English Language Learners, Free and Reduced Lunch students, Non-Free and Reduced Lunch students on the writing TCAP/CSAP have decreased and increased from 2008 to 2012 and is above the state's median of 50.

Writing Growth - Ethnicity



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																												
	<p>The median growth percentiles for our Black, Hispanic, and white students on the writing TCAP/CSAP have decreased and increased from 2008 to 2012 and are above the state's median of 50.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Math Growth - Subgroup</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <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></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non-ELL</td> <td>60</td> <td>58</td> <td>64.5</td> <td>62</td> <td>65</td> </tr> <tr> <td>FRL</td> <td>60</td> <td>49</td> <td>63.5</td> <td>58</td> <td>64</td> </tr> <tr> <td>Non-FRL</td> <td>56</td> <td>64</td> <td>68</td> <td>62</td> <td>67</td> </tr> <tr> <td>SPED</td> <td>60</td> <td>43</td> <td>51.5</td> <td>48</td> <td>60</td> </tr> </tbody> </table> </div> <p>The median growth percentiles for our Non-English Language Learners, Free and Reduced Lunch students, Non-Free and Reduced Lunch students, and Special Education students on the math TCAP/CSAP have increased and decreased from 2008 to 2012 and are above the state's median of 50.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px 0;"> <p style="text-align: center;">Math Growth - Ethnicity</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <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>55</td> <td>52</td> <td>58.5</td> <td>51</td> <td>53</td> </tr> <tr> <td>Hispanic</td> <td>50</td> <td>52</td> <td>69</td> <td>51</td> <td>66</td> </tr> <tr> <td>White</td> <td>67</td> <td>65.5</td> <td>80</td> <td>70</td> <td>70</td> </tr> </tbody> </table> </div>		2008	2009	2010	2011	2012	ELL						Non-ELL	60	58	64.5	62	65	FRL	60	49	63.5	58	64	Non-FRL	56	64	68	62	67	SPED	60	43	51.5	48	60		2008	2009	2010	2011	2012	Black	55	52	58.5	51	53	Hispanic	50	52	69	51	66	White	67	65.5	80	70	70	<p><</p> <p><</p> <p><</p> <p><</p> <p><</p> <p><</p> <p><</p> <p><</p> <p><</p>	
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The median growth percentiles for our Black, Hispanic, and white students on the math TCAP/CSAP have decreased and increased from 2008 to 2012 and are above the state's median of 50.		
Post Secondary & Workforce Readiness	N/A		

Data Narrative for School

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

Data Narrative for School

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

Park Hill School serves a diverse population with 30% free/reduced lunch, 32% minority combined, 7% English Language Learners, and 14% of our students in special education. Our Intensive Communication Program is unique to the district and the state and is a model for co-teaching between special and general educators to scaffold students with significant speech and language needs. Twenty-four students in grades 3, 4, and 5 are included in classrooms with support from a teacher, speech and language pathologist, and a special education paraprofessional. We have a Multi-Intensive Special Education Program that supports students with significant cognitive challenges. We have a stable student population and have little mobility and turnover during the school year.

In developing our UIP we used a data process supported by district facilitation and used our CSC for the overview (includes parents), our entire staff, and our School Leadership Team. Our School Leadership Team includes:

- Tonda Potts, Principal
- Fulton Jackson, Principal Resident
- Renee Levy, kindergarten teacher and Teacher Leader
- Natalie Fickes, speech and language pathologist/ teacher grade 4 & 5- Teacher Leader
- Sabrina Bates, 3rd grade teacher and Teacher Leader
- Sarah Schuler, 3rd grade teacher and Teacher Leader
- Stephanie, Goloskewitsch, 4th grade teacher and Teacher Leader

Cheryl Kling, mild and moderate special education teacher/DCTA representative
Beth Kashyap, literacy intervention teacher and SAL
Sarah Moore, second grade teacher

Review Current Performance

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

On September 12, 2012, our staff convened to review last year's targets. Our results are as follows: We meet expectations "status" and "growth gaps", and we exceed expectations in "growth." Here is how we performed with respect to 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 higher in writing will be 63.	The percentage of students scoring proficient or higher in writing was 68. We exceeded our goal by 5 points.	We finally connected vertically to see what needed to be done for third grade readiness - better vertical communication Improved writing training, genres, expectations via building PD, resources More posting of student work with rubrics and showcasing what was positive
Academic Growth	The median growth percentile in writing will be 55.	The median growth percentile for our students in writing was 60. We exceeded our target by 5 points.	
Academic Growth Gaps	The median growth percentile for our special education students in writing will be 55.	The median growth percentile for our special education students in writing was 53. We missed our target by 2 points.	

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 12, 2012, the whole staff convened to examine TCAP status and growth reports across content areas. We noted the following trends:

- The percent of students at our school who scored proficient or advanced on reading TCAP/CSAP increased from 60% to 75% from 2008 to 2012 and is above the state's expectation of 71.6%.
- The percent of students at our school who scored proficient or advanced on writing TCAP/CSAP increased from 46% to 68% from 2008 to 2012 but it remains the lowest of reading, writing and math.
- The median growth percentile on writing TCAP/CSAP for the school has decreased and increased from 60, 50, 60 between 2010 and 2012 but currently remains above the state's median of 50.
- The median growth percentile on math TCAP/CSAP for Black students has remained stable from 2008-2012 (55, 52, 58.5, 51, 53) with most of the scores near the state's median of 50.

Please refer to the trends column on the data analysis worksheet to see a complete list of trends.

Priority Performance Challenges

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

On September 13, 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	TCAP Growth	Trend
75	↑	63	↑	68	↑	60	→	71	↑	65.5	→	65	↑		
75	↑			64	→			65	→						
72	↑	60.5	→	62	→	54.5	↓	76	↑	69.5	↓				
79	↑	67	↑	79	↑	63	↓	73	↑	61.5	→	65	↑		
48		42	↓	40		54	↓	40		53	→	31			
50		74	↑	37		60	→	46		66	↑	29			
94		68	↓	90		63.5	↓	92		70	→	89			
74	↑			66	↑			70	↑			60	↑		
77	↑			71	↑			73	↑			71	↑		
44	→	56	↑	34	→	55	→	39	→	64	→	29	↑		
90	↑	68	↑	85	↑	62	→	87	↑	67	→	85	↑		
20	↑			7	↓			13	↓						
79	↑	62.5	→	72	↑	61.5	↓	75	↑	65	→	70	↑		
20	↑	52	↑	15	↑	53	→	22	incon	60	incon	27	↑		
88	↑			80	↑			82	→			74	↑		

We captured our observations, applied the REAL criteria, and agreed upon the following priority performance challenges:

Status:

The percent of students at our school who scored proficient or advanced on TCAP/CSAP writing has increased from 2008-2012 (46,48, 57, 60, 68) but is still the lowest of reading, writing and math

Growth:

Our median growth percentile in writing has remained stable (63, 60, 50, 60) from 2009-2012 and is the lowest of all content areas.

Growth Gaps:

The median growth percentile in writing TCAP/CSAP for black students has been declining from 2008-2012 (62, 60, 55, 49, 54) and is the lowest of our ethnic subgroups.

Upon further review of the UIP with the principal and the assistant principal, Hispanic student were also identified as a priority:

The median growth percentile for our Hispanic students on the writing TCAP/CSAP has decreased and increased from 2008 to 2012 (58, 55, 58, 46, 60) and has been the lowest of the ethnic subgroups three of five times.

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 18, 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 the 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 writing intervention teachers.
- We do not have a cohesive writing curriculum across grade levels.
- We lack writing intervention specifically designed to improve writing for at risk/below level students.
- We lack targeted interventions and tutoring for writing and the method to determine the intervention and services to increase success.
- We lack outreach to parents to increase their involvement.

The SLT then convened on September 19, 2012 to begin prioritize the remaining items and to examine “why.” The following root causes were identified:

- We lack a clear, concise, cohesive way to assess writing to provide research-based targeted instruction and best practices in core curriculum across grade levels.
- We have not yet had the opportunity to unpack the Common Core State Standards, to map the standards to curriculum, and to see how expectations change across grade levels
- We have not adequately identified and implemented strategies to engage and scaffold our instruction for black students.

We then verified the root causes by reviewing them with our Teacher Leaders, administrative team, and our School Leadership Team (see list of participants earlier in document).

ONGOING

Interim Measures

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

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

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

April: CELA, additional informal data

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

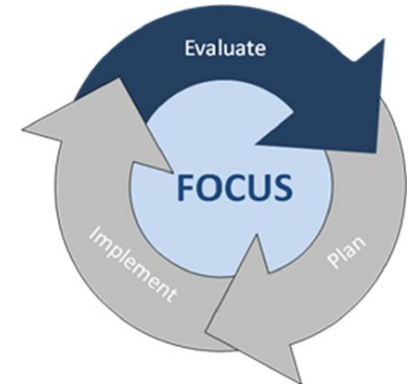
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
			2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R				
		M				
		W	The percentage of students at our school who scored proficient or advanced on the writing TCAP/CSAP has increased from 2008-2012 (46, 48, 57, 60, 68) but is the second lowest of all content areas.	The percentage of our students scoring proficient or advanced on the writing TCAP will be 69.	The percentage of our students scoring proficient or advanced on the writing TCAP will be 72.	Writing interim data will be collected and reviewed by teachers and school administrators in September, December, and May. We expect to see an increase in the percentage of students scoring "proficient" or "advanced" during each window as well as a decrease in the percentage of students scoring "unsatisfactory". The percentage of students scoring proficient or advanced in May should meet or exceed the TCAP target. Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.

		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W	The median growth percentile on the writing TCAP/CSAP has been remained stable (63, 60, 50, 60) from 2009-2012 and is the lowest of all content areas.	The median growth percentile for our students on the writing TCAP will be 63.	The median growth percentile for our students on the writing TCAP will be 65.	Writing interim data will be collected and reviewed by teachers and school administrators in September, December, and May. We expect to see an increase in the percentage of students scoring "proficient" or "advanced" during each window as well as a decrease in the percentage of students scoring "unsatisfactory". The percentage of students scoring proficient or advanced in May should meet or exceed the TCAP target.	Develop a clear, concise, cohesive way to assess writing to provide research-based targeted instruction and best practices in writing across grade levels.
		ELP				Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	Unpack the CCSS, map the standards to curriculum, and see how expectations change across grade levels.
Academic Growth	Median Student Growth	R					
		M					

Gaps	Percentile	W	The median growth percentile on the writing TCAP/CSAP for our Black students has decreased from 2008-2012 (62, 60, 55, 49, 54) and is the lowest of our ethnic subgroups.	The median growth percentiles for our Black students on the writing TCAP will be 63.	The median growth percentiles for our Black students on the writing TCAP will be 65.	<p>Writing interim data will be collected and reviewed by teachers and school administrators in September, December, and May. We expect to see an increase in the percentage of students scoring “proficient” or “advanced” during each window as well as a decrease in the percentage of students scoring “unsatisfactory”. The percentage of Black students scoring proficient or advanced in May should meet or exceed the TCAP target.</p> <p>Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.</p>	Identify and implement strategies to engage and scaffold our instruction for black students.
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: Develop a clear, concise, cohesive way to assess writing to provide research-based targeted instruction and best practices in writing across grade levels. **Root Cause(s) Addressed:** We have not adequately developed a clear, concise, and cohesive way to assess writing to provide research-based instruction and best practices in writing across the 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)
Identify rubrics to use when analyzing student work.	12-13	Director of Literacy and office of ARE Administrators and SLT	Department of Accountability, Research and Evaluation (ARE) scoring resources	Rubrics for analyzing student work will be created.	completed
Practice inter-rater reliability utilizing the identified rubrics.	12-13 13-14 Assessment days	School Leadership and Grade Level Teachers	Anchor papers from the ARE website and the CCSS website	100% of identified teachers will practice inter-rate reliability as evidenced by meeting notes.	In progress
Generate a student-friendly checklist so students may self-assess their writing.	12-13	School Leadership and Grade Level Teachers	Building leadership, teachers, and CCSS	Student-friendly checklist will be created.	In progress
Provide training (demonstration teaching) to teachers so they may assist students with editing and revising work with peers.	12-13 13-14	Outside literacy expert and inside teacher leaders	Literacy Mill Levy Funds	100% of teachers requesting demonstration teaching will participate in	In progress

				training as evidenced by meeting notes.	
Create a system, structure, and process utilizing best practices for student goal setting to include a structure for writing conferences.	2012-13	Outside expert and inside teacher leaders	Outside expert paid from Title II funds	Writing conference structure will be established as evidenced by documentation.	In progress
Continue to explore structures and strategies designed to assist students in planning for writing .	2012-13	Administrators, reading intervention teacher assisting with facilitation, and all staff that teach writing	Title II funds used to support partial salary for reading intervention teacher to facilitate this process. Title II funds used to pay outside consultant with expertise in writing Use of student teachers and teacher candidates as result of partnerships with CU Boulder and Wyoming	LEAP observations by administrators and classroom visits. Review of student work Teacher leader observations	In progress
Grade level teams and full staff to conduct 2 gallery walks to look at writing across grade levels.	2012-13 2013-14	Administrators, reading intervention teacher assisting with facilitation, and all staff that teach writing	Title II funds used to support partial salary for reading intervention teacher to facilitate this process. Grade level planning time and staff meeting time designated for this purpose.	100% of classroom writing teachers will participate in gallery walks as evidenced by a summary of strengths, gaps, and next steps.	In progress
Vertical and horizontal conversations will follow to summarize strengths and gaps.	12-13 13-14	Administrators, reading intervention teacher assisting with facilitation, and all staff that teach writing	Title II funds used to support partial salary for reading intervention teacher to facilitate this process. Grade level planning time and staff meeting time	100% of classroom writing teachers will participate in vertical and horizontal conversations will occur as evidenced by meeting notes.	In progress

			designated for this purpose		
Displays of proficient or advanced work and student writing journals/products including writing interims and exemplars will be used.	12-13 13-14	Administrators, reading intervention teacher assisting with facilitation, and all staff that teach writing	Title II funds used to support partial salary for reading intervention teacher to facilitate this process.	Displays of proficient or advanced work and student writing journals/products will be created.	In progress

* 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: Begin to unpack the CCSS, map the standards to curriculum, and see how expectations change across grade levels.

Root Cause(s) Addressed: We have not yet had the opportunity to unpack the CCSS, to map the standards to curriculum, and to see how expectations change 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)
Begin to unpack Language Arts Common Core State Standards Standards. Sharing of writing agreements with parents and training of paraprofessionals, student teachers, teacher candidates, and parents in writing conferencing techniques.	8-20-12; 8-23-12; 01-07-13	Administration and all teaching staff	Title II funds used to pay outside consultant with expertise in writing Title II funds used to pay partial salary of our reading intervention/facilitator.	100% of teachers will unpack the standards as evidenced by meeting notes.	In progress
Create a plan for the items below: Professional Development Day- explore higher level thinking strategies infused into science and social studies reading/writing using Comprehension Toolkits to support Core Standards. Walk through observations using LEAP to observe evidence of strategies being used. Create a plan for professional development using peer observation/video clips, review of student work compared to Core Standards rubrics. Relevant books and articles will be used as appropriate including Pathways to the Common Core and other useful resources.	2013-2014	Administrators, teacher leaders, district experts, and outside literacy expert	Title II funds used to pay outside consultant with expertise in writing Title II funds used to pay partial salary of our reading intervention/facilitator.	Professional development plan and walkthrough schedule will be created.	Not begun

Utilize vertical conversations to sequence expectations for standards at least 2 times first semester and once second semester					
Implement plan to integrate common core into current curriculum.	2013-2014	Administration, teacher leaders, and SLT	Title II funds and mill levy support for teacher leaders	100 % of teacher leaders and SLT will approve plan and implementation will begin as evidenced by updated action plan.	Not begun

Major Improvement Strategy #3: Identify and implement strategies to engage and scaffold instruction for Black and Hispanic students.

Root Cause(s) Addressed: We have not adequately identified and implemented strategies to engage and scaffold instruction for Black and Hispanic 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)
Identify and order materials that promote diversity of genre, authors, and interests so that students see themselves, their issues, and interests in reading/writing materials.	2012-13	Librarian/Teacher Leaders	Library Funds for books \$2000	12 books will be delivered to the school for use by the SLT. Library collection expanded with documentation of titles	In progress
Complete a self-assessment to identify perceptions and beliefs about our minority students.	2012-13	SLT; Administrators Darlene Sampson	"Self-Audit of Your Culturally Competent Classroom"	100% of certified staff will complete the self-assessment.	Not begun
Compile data from self-assessment and present to staff.	2012-13	SLT; Administrators Darlene Sampson	Completed self-assessments	100% of self-assessments will be reviewed as evidenced by a completed analysis.	Not begun
Create a plan for utilizing <u>From Rage to Hope: Strategies for Reclaiming Black & Hispanic Students</u> to meet the needs of staff as identified in the self-assessment. This will include ways to measure change in perceptions and beliefs.	2012-13	SLT, Building Leadership and Dr. D. Sampson	"From Rage to Hope" book, PDU plan outline	Professional development plan will be completed and outlined further in the Unified Improvement.	In progress
Identify supplemental resources for teaching strategies and best practices in schools that beat the odds and close achievement gaps for minority students.	2012-13 13-14	Administrators, Teacher Leaders, SLT, district and outside resources as needed D. Sampson	Title II funds to purchase books, articles, videos as relevant Hourly rate for SLT and Teacher Leaders to plan and implement	Team members will create a supplemental resource listing containing strategies and best practices in schools that beat the odds and close achievement gaps	In progress

				for minority students.	
Identify mentor texts and teacher mentors to promote writing for different audiences and purposes.	2012-13 2013-14	Librarian & Teacher Leaders	Librarian, teachers & SLT	Team members will create a supplemental resource listing mentor texts to promote writing for different audiences and purposes.	In progress
Create periodic writing conference/clubs for students to share writing with a significant adult.	2013-2014	Librarian & Teacher Leaders	Building leadership, Librarian, teachers & SLT	Writing conference/clubs will meet regularly as evidenced by student sign-in sheets.	Not begun
Utilize our RTI process to examine student data including reading/writing data from several sources and look for patterns of strengths and gaps. Identify intervention strategies for the classroom to address gaps.	2012-2013 2013-2014	Administrators and teaching staff	Title II funds used to pay outside consultant with expertise in writing Title II funds used to pay partial salary of our reading intervention/facilitator	100% of identified Tier 2 & 3 students will have completed RTI summary sheets.	In progress

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)