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Colorado's Unified Improvement Plan for Schools for 2012-15
FLORIDA PITT WALLER

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6970 School Name: PITT-WALLER K-8 SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	71.65%	71.43%	-	50.89%	52.92%	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	-	43.92%	37.96%	-	
		W	53.52%	57.77%	-	34.82%	49.43%	-	
		S	47.53%	48%	-	16.94%	26.73%	-	
Academic Growth	Median Student Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency **Expectation:** If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	46	52	-	52	59	-	
		M	73	87	-	43	63	-	
		W	62	66	-	54	68	-	
		ELP	39	55	-	65	81	-	

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

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

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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/uip/UIP_TrainingAndSupport_Resources.asp. Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	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?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

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

☐ State Accountability   X 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	Principal: Charles Babb
	Email	Charles_Babb@dpsk12.org
	Phone	720-424-2840
	Mailing Address	21601 East 51st Place, Denver, CO 80249
2	Name and Title	Assistant Principal: Staci Porter and Jeffery Sparrow
	Email	Staci_Porter@dpsk12.org; Jeffrey_Sparrow@dpsk12.org
	Phone	720-424-2840
	Mailing Address	21601 East 51st Place, Denver, CO 80249

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
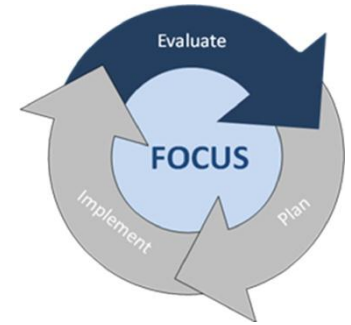
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	**Writing**: By the end of the 2011-12 school year, 50% of students will score proficient or advanced overall on the writing TCAP.	No, school performance was targeted at 50% P/A (district recommended target was 37%). Actual target performed was 34% in the 2012 TCAP results, -3 below district target and -16 below school target. The 34% represents a 3% increase from 2011.	There was a lack of consistency in progress monitoring grade levels and providing feedback to students.
	Reading: 93.41 % of all **elementary** and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient. **Reading**: 93.41 % of all **middle school** and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring	Reading: No, a 10 % targeted increase in **elementary school** performance was not met (see disaggregated groups). FRL (-3%) ELL – (+3%) SPED – (0%) No, 10 % targeted increase in **middle school**	There was a lack of consistency and planning in progress monitoring grade levels and providing feedback to students.

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Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	non-proficient.	performance was not met (see disaggregated groups). FRL (-3%) ELL (+3%) SPED (0%)	
	Math: 89.88% of all **elementary** and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient. **Math**: 89.88% of all **middle** and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	No, a 10% targeted increase in elementary school performance was not met (see disaggregated groups). FRL (-2%) ELL (+4%) SPED (+13%)	
Academic Growth	**Writing**: By the end of 2011-2012 school year, the median student growth percentile for **elementary** will be 55 or above and for middle school will maintain at 60 or above.	Writing: The median growth percentile for elementary was 54. We went from 38 to 54. This was an increase of 16. We did not meet the goal of 55. The median growth percentile for middle school was 60 or above. We went from 55 to 68; and increase of 13. We met our goal for middle school.	
	Reading: By the end of 2011-2012 school year, students who are designated as minority, FRL, SPED, and ELL will have a 45 MGP.	Reading: Yes, Students designated as minority, FRL, SPED, and ELL had a MGP of 56.1. We met our goal	
	Math: By the end of 2011-2012 school year, students who are designated as minority, FRL, SPED, and ELL will have a 45 MGP.	Math: No, Students designated as minority, FRL, SPED, and ELL had a MGP of 44.6; our goal was 45. We missed our goal by .4.	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth Gaps	**Writing:** By the end of 11-12 school year, students who are designated as minority, FRL, SPED, and ELL will have a 45 MGP or higher.	Yes the target was met for BLACK, Hispanic students and FRL students and ELL's. SPED did not meet the target. BLACK -56% Hispanic – MGP 68% FRL – MGP 62% ELL – MGP 67% SPED – MGP 44%	
	Reading: By the end of 11-12 school year, students who are designated as minority, FRL, SPED, and ELL will have a 45 MGP or higher.	Yes, the target was met for BLACK, Hispanic students and FRL students and ELL's. SPED did not meet the target. BLACK – MGP 59% Hispanic -MGP 57% FRL- MGP 59% ELL – MPG 57% SPED – MGP 43%	
	Math: By the end of 11-12 school year, students who are designated as minority, FRL, SPED, and ELL will have a 45 MGP or higher.	Yes, the target was met for BLACK, Hispanic students and FRL students and ELL's. SPED did not meet the target . BLACK –MGP 49% Hispanic –MGP 57% FRL –MGP 53%	

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Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
		ELL-MGP 57%	
		SPED-MGP 40%	
Post Secondary Readiness	NA	NA	

Worksheet #2: Data Analysis

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

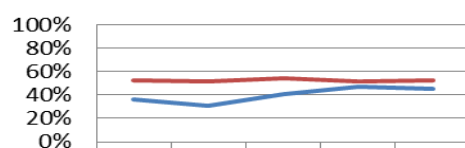| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**TCAP Reading** The percentage of FPW **General Population** 3-8th grade students Proficient & Advanced on TCAP **Reading** ranged from 47,45,50,50, and 51% showing an overall flat trend of from 2008-2012.	Across all content areas, the majority of grade 3 – 8 students attending Florida Pitt Waller ECE – 8 School are performing below State expectations, with the most consistent underperforming groups being Black, Hispanic, ELLs and FRL students	We lack systems and structures to support best practices across all grade levels and all content areas in order to best support student achievement for all students. In addition, we are not meeting the needs of disaggregated groups, in particular students who are Black, Hispanic, ELLs and FRL and students who are identified as Special Ed.

TCAP Reading

	2008	2009	2010	2011	2012
Reading	47%	45%	50%	50%	51%

TCAP Reading Proficient and Advanced by Grade Level

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2008	47%	38%	56%	47%	33%	72%
2009	46%	45%	41%	56%	49%	33%

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

2010	45%	40%	50%	58%	52%	57%
2011	59%	35%	47%	51%	53%	62%
2012	65%	48%	39%	60%	51%	45%
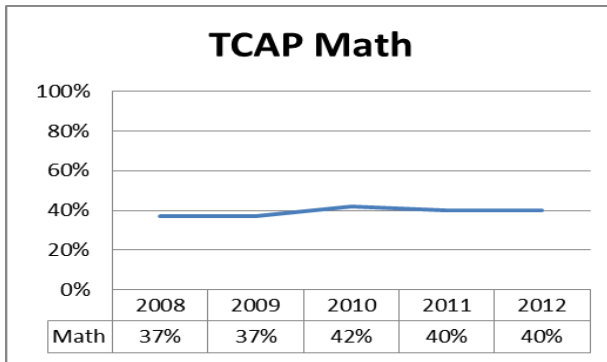
TCAP Math

	2008	2009	2010	2011	2012
Math	37%	37%	42%	40%	40%

The percentage of FPW **General Population** 3-8th grade students Proficient & Advanced on TCAP **Math** ranged from 37,37,42,40 and 40% showing an overall flat trend of from 2008-2012

TCAP Math Proficient and Advanced by Grade Level						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2008	40%	36%	49%	37%	15%	37%
2009	37%	51%	27%	57%	24%	24%
2010	44%	41%	41%	45%	39%	39%
2011	43%	32%	45%	43%	37%	46%
2012	54%	51%	26%	37%	37%	38%

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

TCAP Writing

	2008	2009	2010	2011	2012
Writing	32%	36%	35%	36%	40%
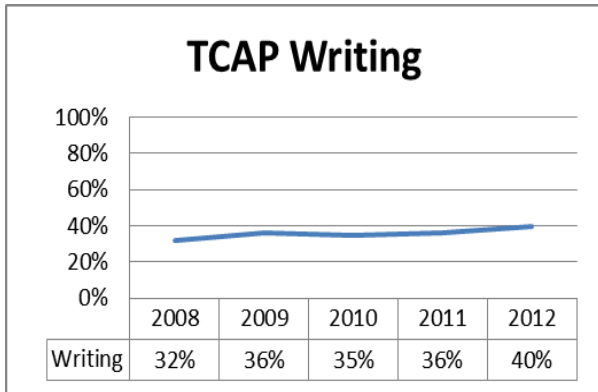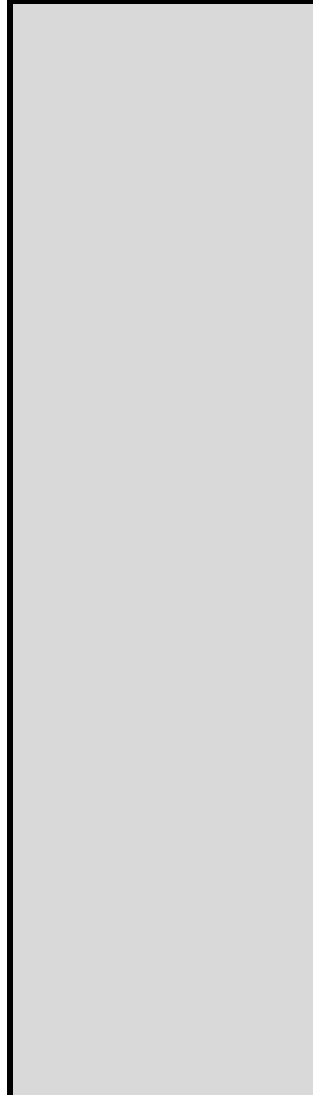
The percentage of FPW **General Population** 3-8th grade students Proficient & Advanced on TCAP **Writing** ranged from 32,36,35,36, and 40% showing a flat trend with an overall increase of 8% from 2008-2012.

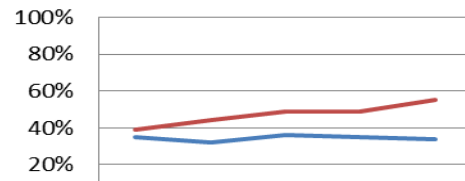| TCAP Writing Proficient and Advanced by Grade Level						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2008	26%	27%	40%	32%	31%	37%
2009	32%	32%	36%	54%	36%	27%
2010	31%	24%	44%	35%	37%	40%
2011	36%	24%	41%	43%	42%	34%
2012	40%	38%	27%	47%	52%	40%

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

The percentage of FPW **General Population** 3-8th grade students Proficient & Advanced on TCAP **Science** ranged from 18,10,16,22 and 19 showing an overall flat trend from 2008-2012.

TCAP Science Proficient and Advanced by Grade Level		
	Grade 5	**Grade 8**
2008	18%	16%
2009	15%	2%
2010	16%	17%
2011	17%	29%
2012	13%	26%

Across grades in TCAP Science Overall, students are performing below state, district and school expectations showing flat and decreasing trends in 5th grade (18, 15, 16, 17, 13) from 2008-2012; showing a showing an increase (16, 2, 17, 29, 26) from 2008-2012.
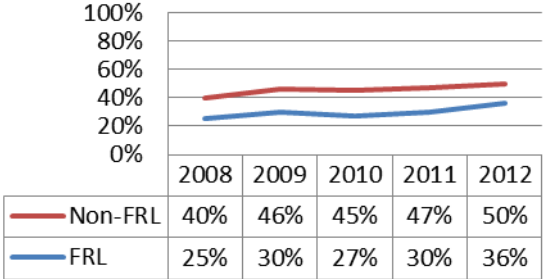
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Reading

	2008	2009	2010	2011	2012
Non-ELL	53%	52%	54%	52%	53%
ELL	36%	31%	41%	47%	45%

The percentage of FPW **ELL** 3rd-8th grade students scoring P/A on TCAP in **Reading** ranged from 28, 13, 20, 21, 30 showing that scores were flat, increasing only 2% from 2008-2012.

The percentage of FPW **Exited ELL** 3rd-8th grade scoring P/A on TCAP **Reading** ranged from 48, 59, 78, 88, 74 showing that scores increased 26% from 2008-2012.

The percentage of FPW **NON-ELL** 3rd-8th grade students scoring P/A on TCAP **Reading** ranged from 53, 52, 54, 52, 53, showing an overall flat trend of 0% from 2008-2012. | | |

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

TCAP Writing

	2008	2009	2010	2011	2012
Non-ELL	35%	42%	37%	39%	41%
ELL	24%	25%	29%	30%	37%

The percentage of FPW **ELL** 3rd-8th grade students scoring P/A on TCAP **Writing** ranged from 17,9, 15, 12, 19 showing that scores remained flat by 2% from 2008-2012.

The percentage of FPW **Exited ELL** 3rd-8th grade students scoring P/A on TCAP **Writing** ranged from 34, 48, 54, 61, 71 showing that scores increased 37% from 2008-2012.

The percentage of FPW **NON-ELL** 3rd-8th grade students scoring P/A on TCAP **Writing** ranged from 35, 42, 37, 39, 41 showing that scores increased 6% from 2008-2012.

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

TCAP Math

	2008	2009	2010	2011	2012
Non-ELL	37%	39%	44%	40%	39%
ELL	36%	33%	37%	41%	42%

The percentage of FPW **ELL** 3-8th grade students scoring Proficient & Advanced on TCAP **Math** ranged from 29,17,23,21, to 26%, showing an overall flat trend from 2008-2012.

The percentage of FPW **Exited ELL** 3rd-8th grade students scoring P/A on TCAP **Math** ranged from 47 ,56, 64, 76, 71 showing that scores increased 24% from 2008-2012.

The percentage of FPW **NON-ELL** 3rd-8th grade students scoring P/A on TCAP **Math** ranged from 37, 39, 44, 40, 39 showing that scores remained flat from 2008-2012.
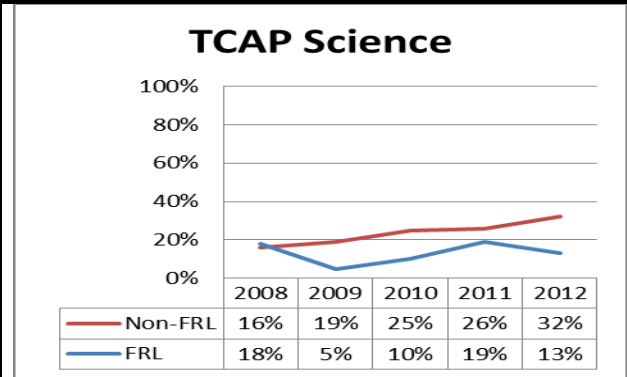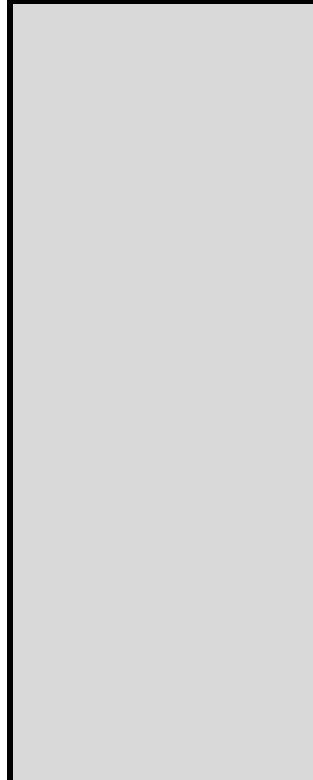
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Science The percentage of FPW **ELL** 3-8th grade students scoring Proficient & Advanced on TCAP **Science** ranged from 16, 3, 4, 0, to 4 showing an overall decrease of 12% from 2008-2012. The percentage of FPW **Exited** ELL 3-8th grade students scoring Proficient & Advanced on TCAP **Science** ranged from 11, 6, 44, 38, 31, and 35, showing an increase of 24% from 2008-2012. The percentage of FPW **Non-ELL** 3-8th grade students scoring Proficient & Advanced on TCAP **Science** ranged from 19,12,14,26, and 21%, showing an overall flat trend from 2008-2012.		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of FPW 3rd-8th grade students receiving **Free and Reduced** lunch scoring P/A on TCAP **Reading** ranged from 41, 38, 44, 44, 47 showing that scores increased 6% from 2008-2012. The percentage of FPW **Non-Free**/Reduced Lunch 3rd-8th grade students scoring P/A on TCAP **Reading** ranged from 56, 56, 57, 60, 58 showing that scores remained flat by 2% from 2008-2012.		

TCAP Reading

	2008	2009	2010	2011	2012
Non-FRL	56%	56%	61%	60%	58%
FRL	41%	38%	42%	44%	47%

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

TCAP Math

	2008	2009	2010	2011	2012
Non-FRL	39%	44%	49%	49%	55%
FRL	35%	32%	36%	35%	34%

The percentage of FPW 3rd-8th grade students receiving **Free and Reduced lunch** scoring P/A on TCAP **Math** ranged from 35,32, 36,35,34% showing that scores remained flat by -1%from 2008-2012.

The percentage of FPW **Non-Free**/Reduced Lunch 3-8th grade students scoring P/A on TCAP **Math** ranged from 39, 44, 48, 49, 55% showing that scores increased 16% from 2008-2012.
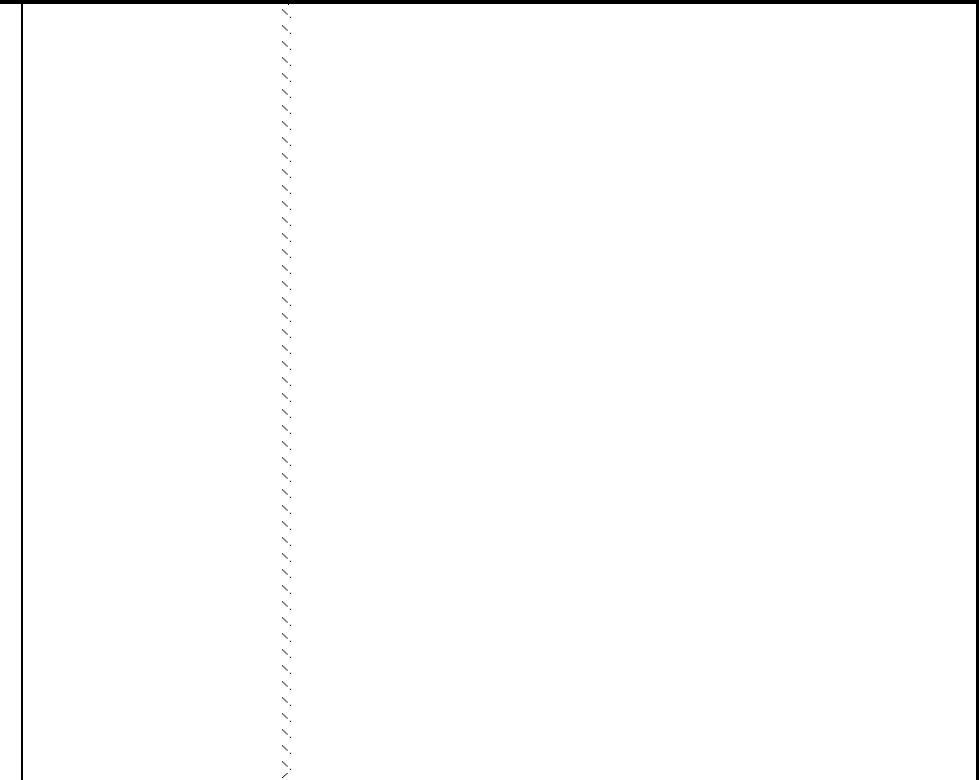
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Writing		

	2008	2009	2010	2011	2012
Non-FRL	40%	46%	45%	47%	50%
FRL	25%	30%	27%	30%	36%

The percentage of FPW **Free and Reduced Lunch** 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 25,30,29,30, and 36%, showing an overall increase of 11% from 2008-2012.

The percentage of FPW **Non-Free**/Reduced Lunch 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 40,46,41,47, and 50% showing an overall increase of 10% from 2008-2012.

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

TCAP Science

	2008	2009	2010	2011	2012
Non-FRL	16%	19%	25%	26%	32%
FRL	18%	5%	10%	19%	13%

The percentage of FPW 3rd-8th grade students receiving **Free and Reduced lunch** scoring P/A on TCAP **Science** ranged from 18, 5, 11, 19, 13% showing that scores decreased by 5% from 2008-2012.

The percentage of FPW **Non-Free**/Reduced Lunch 3-8th grade students scoring P/A on TCAP **Science** ranged from 16, 19, 23, 26, 32% showing that scores increased 16% from 2008-2012.
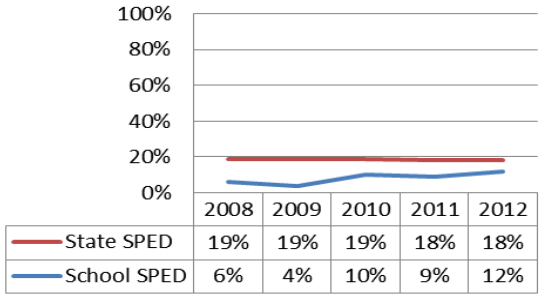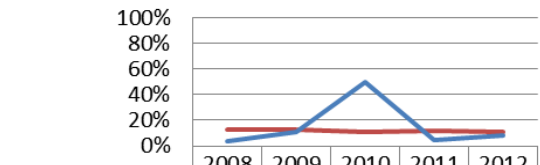
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Math		

TCAP Math

	2008	2009	2010	2011	2012
State SPED	19%	19%	19%	18%	18%
School SPED	6%	4%	10%	9%	12%

The percentage of FPW **Sp. Ed**. Students 3-8th grade scoring Proficient & Advanced on TCAP **Math** ranged from 6%, 4%, 10%, 9%, to 12% showing an overall increase of 6% from 2008-2012.

The percentage of FPW **Non-Sp. Ed**. 3-8th grade Students scoring Proficient & Advanced on TCAP **Math** ranged from 40, 40, 45, 44, 43%, showing a flat trend of 3% from 2008-2012.

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

TCAP Writing

	2008	2009	2010	2011	2012
State SPED	13%	13%	11%	12%	11%
School SPED	4%	11%	50%	5%	8%

The percentage of FPW **Special Ed**. 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 4%, 11%, 5%, 5%, to 8%, showing an overall flat trend of 4% from 2008 to 2012.

The percentage of FPW **Non-Sp. Ed**. 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 35%, 39%, 38%, 39%, 43%, showing an overall increase of 8% from 2008-2012.

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

	2008	2009	2010	2011	2012
State SPED	24%	24%	22%	21%	22%
School SPED	11%	7%	7%	5%	12%

The percentage of FPW **Sp. Ed.** Students 3-8th grade scoring Proficient & Advanced on TCAP **Reading** range from 11, 7, 7, 5, to 12%, showing a flat trend of 1% from 2008-2012.

The percentage of FPW **Non-Sp. Ed**. Students 3-8th grade scoring Proficient & Advanced on TCAP **Reading** range from 51,49,55,55, and 54 showing a flat trend of 3% from 2008-2012.

The percentage of FPW **Special Education** 3-8th grade students who are proficient and advanced on TCAP **Science** ranged from 0%, 0%, 0%, 6%, 0% showing and overall flat rate of 0% from 2008 to 2012.

The percentage of FPW **Non-Special Ed** 3-8th grade students proficient and advance on TCAP **Science** ranged from 19%, 11%, 18%, 24%, and 21% showing and overall flat trend of 2% from 2008 to 2012.

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

TCAP Reading by Race/Ethnicity

	Black	Hispanic	White
2011	44%	47%	75%
2012	43%	49%	76%

Black (not Hispanic)
The percentage of FPW **Black** 3-8th grade students scoring Proficient & Advanced on **Reading** ranged from 44% to 43%, showing an overall flat trend from 2011-2012.

Hispanic
The percentage of FPW **Hispanic** 3-8th grade students scoring Proficient & Advanced on **Reading** ranged from 47% to 49% showing an overall flat trend from 2011 to 2012.

White
The percentage of FPW **White (not Hispanic)** 3-8th grade students scoring Proficient & Advanced on TCAP **Reading** ranged from 75% to 76% showing an overall flat line from in 2011-2012.

TCAP Writing by Race/Ethnicity

	Black	Hispanic	White
2011	31%	33%	54%
2012	33%	42%	52%

Black (not Hispanic)
The percentage of FPW **Black** 3-8th grade students scoring Proficient & Advanced on **Writing** ranged from 31% to 33% showing an overall flat trend of 2% 2011 to

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2012.		

Hispanic
The percentage of FPW **Hispanic** 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 33% to 43% showing an increase of 10% from 2011 to 2012.

White
The percentage of FPW **White (not Hispanic)** 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 54% to 52% showing an overall flat rate of -2% from 2011-2012.

TCAP Math by Race/Ethnicity			
	Black	Hispanic	White
2011	31%	41%	61%
2012	29%	40%	63%

Black (not Hispanic)
The percentage of FPW **Black** 3-8th grade students scoring Proficient & Advanced on **Math** ranged from 31% to 29%, showing an overall flat trend of -2% from 2011-2012.

Hispanic
The percentage of FPW **Hispanic** 3-8th grade students scoring Proficient & Advanced on TCAP **Math** ranged from 41% to 40%, showing a flat trend of -1% between 2011-2012.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	White The percentage of FPW **White (not Hispanic)** 3-8th grade students scoring Proficient & Advanced on TCAP **Math** ranged from 61% to 63%, showing a flat trend of 2% from 2011-2012.		

White
The percentage of FPW **White (not Hispanic)** 3-8th grade students scoring Proficient & Advanced on TCAP **Math** ranged from 61% to 63%, showing a flat trend of 2% from 2011-2012.

TCAPScience by Race/Ethnicity			
	Black	Hispanic	White
2011	14%	17%	47%
2012	8%	20%	33%

Black (not Hispanic)
The percentage of FPW **Black** 3-8th grade students scoring Proficient & Advanced on **Science** ranged from 14% to 8%, showing a decrease of 6% from 2011-2012.

Hispanic
The percentage of FPW **Hispanic** 3-8th grade students scoring Proficient & Advanced on TCAP **Science** ranged from 17% to 20%, showing an overall flat trend of 3% from 2011-2012.

White
The percentage of FPW **White (not Hispanic)** 3-8th grade students scoring Proficient & Advanced on TCAP **Science** ranged from 47% to 33%, showing a decrease of 14% from 2011-2012.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	**TCAP Reading MGP**		

Reading	2008	2009	2010	2011	2012
Reading	58	47	53	51	56

FPW 3-8th grade students MGP Growth on TCAP **Reading** ranged from 58th, 47th, 53th, 51st, and 56th showing an inconsistent trend of from 2008-2012.

MGP TCAP Reading by Grade Level					
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2008	43	66.5	65	51	60
2009	50	38	45	55	46
2010	35	42.5	61	50	64.5
2011	35.5	50	45	58	60
2012	43.5	57	59.5	65	51

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

TCAP Math MGP

	2008	2009	2010	2011	2012
Math	59	48	49	52	53.5

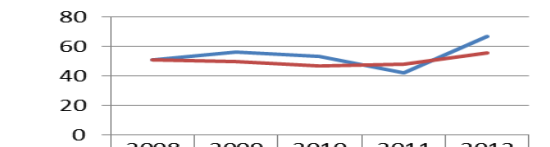| MGP TCAP Math by Grade Level					
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2008	39	70.5	58	54	62
2009	54	41	63	34.5	61
2010	35	42.5	62	37	74
2011	26	48	63	70	67
2012	47	39.5	55	65	71

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

TCAP Writing MGP

	2008	2009	2010	2011	2012
Writing	51	51	48	45	62

MGP TCAP Writing by Grade Level

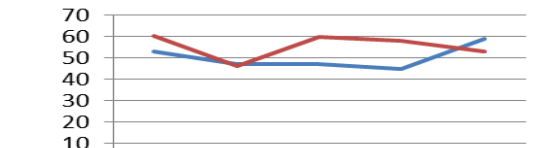|	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2008	42	59	53.5	50.5	41
2009	42	47	52	53	59
2010	38	47	60.5	40	60.5
2011	27	46.5	60	45.5	60
2012	55.5	49	65.5	73	68.5

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	**TCAP Reading MGP** 		2008	2009	2010	2011	2012
ELL	59.5	46.5	49.5	57	57
Non-ELL	56	47	55	47	56 | **TCAP Math MGP** |	2008	2009	2010	2011	2012
ELL	66	46	53	54	57
Non-ELL	56	51	47	51	52			

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

TCAP Writing MGP

	2008	2009	2010	2011	2012
ELL	51	56.5	53	42	67
Non-ELL	51	50	47	48	55.5

TCAP Reading MGP

	2008	2009	2010	2011	2012
FRL	53	47	47	45	59
Non-FRL	60.5	46	60	58	53

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

TCAP Math MGP

	2008	2009	2010	2011	2012
FRL	60	45.5	50.5	52	53
Non-FRL	56	56	46	52.5	54

TCAP Writing MGP

	2008	2009	2010	2011	2012
FRL	51	52	51	43.5	62
Non-FRL	49.5	51	46	47	62

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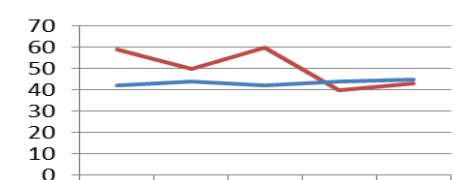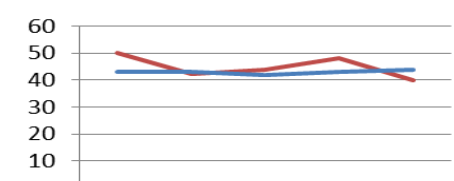
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

TCAP Reading MGP

	2008	2009	2010	2011	2012
School SPED	59	50	60	40	43
State SPED	42	44	42	44	45

TCAP Math MGP

	2008	2009	2010	2011	2012
School SPED	50	42.5	44	48	40
State SPED	43	43	42	43	44

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

TCAP Writing MGP

	2008	2009	2010	2011	2012
School SPED	41	47	49	42	44
State SPED	42	40	41	43	44

TCAP Reading MGP by Race/Ethnicity			
	Black	Hispanic	White
2011	49	51	47.5
2012	54.5	57	62.5

TCAP Math MGP by Race/Ethnicity			
	Black	Hispanic	White
2011	49	51	57
2012	49	57	51

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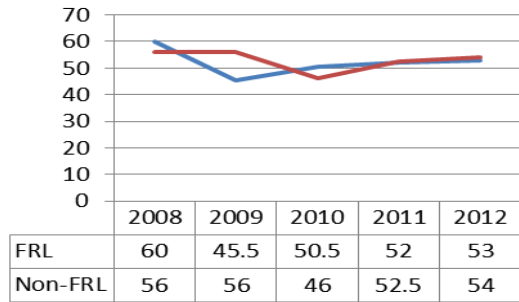| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Post Secondary & Workforce Readiness	n/a		

TCAP Writing MGP by Race/Ethnicity

	Black	Hispanic	White
2011	50	42	42
2012	56	68	66

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Data Narrative for School

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

Data Narrative for School

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

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.

Florida Pitt Waller is an ECE-8th grade school with a current population of 994 students. 33 % of students are Hispanic; 34 % African America; 9.2% SPED and 75% FRL.

The administrative team, which consists of the principal and two assistant principals, have worked in conjunction with school partners and the School Leadership Team and Teacher Leader's on analyzing the 2011/2012 Denver Public Schools School Performance Frameworks and TCAP results. The initial focus was to look at the performance indicators in the content areas of reading, writing, and math and to discuss trends, priority performance challenges and root causes. The process of evaluating data started in August, 2012 during designated DPS "green days". The building reviewed results of the 2011/2012 TCAP and teachers were divided into grade levels to review standards, identify power standards and to review response of students to ascertain strategies that could be used to enrich students' understanding (item analysis). After meeting as grade levels, teachers were further divided into vertical groups to discuss strategies and to determine what students needed to know and master at each grade level to become proficient.

The SLT and TL's worked consistently on the UIP starting in August 2012. This team was expanded to include representation from all grades with the core belief that the UIP was a fluid document needing input from all elements within our learning community. Marathon sessions were held on September 13, with building leaders and school partners. The session consisted of reviewing TCAP data and using the information to prepare trend statements. The mission of the group was to (a) review three data points, (b) identify two things learned and (c) identify one action that could be taken. All TCAP data content areas were reviewed with the focus being "Just the facts". Groups were also challenged to make predictions and to stay away from assumptions. Another follow-up meeting was held on September 19, with the purpose being to further review and synthesis trend statements from the September 13 meeting. During our October 19 meeting, the leadership team

narrowed the focus and authored our priority performance challenges. We identified the largest challenge and ascertain where we could we get maximum results from our efforts. The challenges identified were in the areas of (a) focusing more strategically on free and reduced lunch students; (b) focusing on African-American reading in grades 5th and 8th, (c) addressing the male/female achievement gap and (d) recognizing math as the largest gap and focusing additional resources. Additional meetings were held throughout the month of October as the leadership team narrowed the root cause to "a lack of systems and structures to support best practices across all grade levels and all content areas.

State and Federal Accountability Expectations

(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. At a high level, Magnitude)
In 2011, Florida Pitt Waller was Accredited on Watch on the DPS School Performance Framework, with an over-all percentage of 46.   The school's performance on the district SPF showed no significant increase or decrease. The previous SPF was 47%; therefore the overall change from 2010-2011 and 2011-2012 was a -1%.

On the Status Indicator for the district SPF, Florida Pitt Waller was rated at approaching. On the Growth Indicator for the district SPF, Florida Pitt Waller was meet.

Progress Toward Last Year's Targets

(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.

Florida Pitt Waller showed significant growth in writing from 2010/2011 to 2011/2012. The growth realized was 9.1%. There was a 2% increase in reading and a 3% decline in math. Science also decreased by 3%. Florida Pitt Waller met the state requirements for academic growth during the 2011/2012 school year.

Trends Data

*(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).*

General Population

The percentage of FPW **General Population** 3-8th grade students Proficient & Advanced on TCAP **Reading** ranged from 47,45,50,50, and 51% showing an overall flat trend of 4% from 2008-2012.

The percentage of FPW **General Population** 3-8th grade students Proficient & Advanced on TCAP **Writing** ranged from 32,36,35,36, and 40% showing an increase of 8% from 2008-2012.

The percentage of FPW **General Population** 3-8th grade students Proficient & Advanced on TCAP **Math** ranged from 37,37,42,40 and 40% showing an overall flat trend of 3% from 2008-2012.

The percentage of FPW **General Population** 3-8th grade students Proficient & Advanced on TCAP **Science** ranged from 18,10,16,22 and 19 showing an overall flat trend of 1% from 2008-2012.

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Ethnicity

Reading:

American Indian

The percentage of FPW **American Indian** 3-8th grade students scoring Proficient & Advanced on TCAP **Reading** ranged from 25% to 20%, showing an overall decrease of 5% from 2011-2012.

Asian

The percentage of FPW **Asian** 3-8th grade students scoring Proficient & Advanced on TCAP **Reading** ranged from 70% to 65% showing an overall decrease of 5% from 2011-2012.

Black (not Hispanic)

The percentage of FPW **Black** 3-8th grade students scoring Proficient & Advanced on **Reading** ranged from 44% to 43%, showing an overall flat trend of -1% from 2011-2012.

Hawaiian/ Other Pacific Islander

The percentage of FPW **Hawaiian/Pacific Islander** 3-8th grade students scoring Proficient & Advanced on TCAP **Reading** ranged from 0 to 67%, showing an overall increase of 67% from 2011-2012.

Hispanic

The percentage of FPW **Hispanic** 3-8th grade students scoring Proficient & Advanced on **Reading** ranged from 47% to 49% showing an overall flat trend of 2% from 2011 to 2012.

Multiple Races

The percentage of FPW **Multiple Race** 3-8th grade students scoring Proficient & Advanced on TCAP **Reading** ranged from 54% to 62%, showing an overall increase of 8% from 2011-2012.

White

The percentage of FPW **White (not Hispanic)** 3-8th grade students scoring Proficient & Advanced on TCAP **Reading** ranged from 75% to 76% showing an overall flat line of 1% in 2011-2012.

Writing:

American Indian

The percentage of FPW **American Indian** 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 25% to 0%, showing an overall decrease of 25% from 2011-2012.

Asian

The percentage of FPW **Asian** 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 43% to 44%, showing an overall flat trend of 1% from 2011-2012.

Black (not Hispanic)
The percentage of FPW **Black** 3-8th grade students scoring Proficient & Advanced on **Writing** ranged from 31% to 33% showing an overall flat trend of 2% 2011 to 2012.

Hawaiian/ Other Pacific Islander
The percentage of FPW **Hawaiian/Pacific Islander** 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 31% to 32%, showing an overall flat trend of 1% from 2011-2012.

Hispanic
The percentage of FPW **Hispanic** 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 33% to 43% showing an increase of 10% from 2011 to 2012.

Multiple Races
The percentage of FPW **Multiple Race** 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 47% to 52% showing an increase of 5% from 2011 to 2012.

 White
The percentage of FPW **White (not Hispanic)** 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 54% to 52% showing an overall flat rate of -2% from 2011-2012.

Math
 American Indian
The percentage of FPW **American Indian** 3-8th grade students scoring Proficient & Advanced on TCAP **Math** ranged from 67% to 40%, showing an overall decrease of 27% from 2011-2012.

Asian
The percentage of FPW **Asian** 3-8th grade students scoring Proficient & Advanced on TCAP **Math** ranged from 60% to 63%, showing an overall flat trend of 3% from 2011-2012.

Black (not Hispanic)
The percentage of FPW **Black** 3-8th grade students scoring Proficient & Advanced on **Math** ranged from 31% to 29%, showing an overall flat trend of -2% from 2011-2012.

Hawaiian/Pacific Islander
The percentage of FPW **Hawaiian/Pacific Islander** 3-8th grade students scoring Proficient & Advanced on TCAP **Math** ranged from 0% to 33%, showing an increase of 33% from 2011-2012.

Hispanic

The percentage of FPW **Hispanic** 3-8th grade students scoring Proficient & Advanced on TCAP **Math** ranged from 41% to 40%, showing a flat trend of -1% between 2011-2012.

Multiple Races

The percentage of FPW **Multiple Races** 3-8th grade students scoring Proficient & Advanced on TCAP **Math** ranged from 44% to 47%, showing a flat trend of 3% from 2011 to 2012.

White

The percentage of FPW **White (not Hispanic)** 3-8th grade students scoring Proficient & Advanced on TCAP **Math** ranged from 61% to 63%, showing a flat trend of 2% from 2011-2012.

Science

American Indian

Note: **American Indian**—none took TCAP in 2011

Asian

The percentage of FPW **Asian** 3-8th grade students scoring Proficient & Advanced on TCAP **Science** ranged from 0% to 0%, showing a flat trend from 2011 to 2012.

Black (not Hispanic)

The percentage of FPW **Black** 3-8th grade students scoring Proficient & Advanced on **Science** ranged from 14% to 8%, showing a decrease of 6% from 2011-2012.

Hawaiian/ Other Pacific Islander

The percentage of FPW **Hawaiian/Pacific Islander** 3-8th grade students scoring Proficient & Advanced on TCAP **Science** ranged from 0% to 0%, showing an overall flat trend of 0% from 2011-2012.

Hispanic

The percentage of FPW **Hispanic** 3-8th grade students scoring Proficient & Advanced on TCAP **Science** ranged from 17% to 20%, showing an overall flat trend of 3% from 2011-2012.

Multiple Races

The percentage of FPW **Multiple Race** 3-8th grade students scoring Proficient & Advanced on TCAP **Science** ranged from 33% to 60% showing an increase of 27% from 2011 to 2012.

White

The percentage of FPW **White (not Hispanic)** 3-8th grade students scoring Proficient & Advanced on TCAP **Science** ranged from 47% to 33%, showing a decrease of 14% from 2011-2012.

Gender

The percentage of FPW **Male** students 3-8th grade scoring Proficient & Advanced on TCAP **Reading** ranged from 45,44,46,50, and 44, showing an overall flat trend of -1% from 2008-2012.

The percentage of FPW **Female** 3-8th grade students scoring Proficient & Advanced on TCAP **Reading** ranged from 49,47,54,50, and 57, showing an overall increase of 8% from 2008-2012.

The percentage of FPW **Male** 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 27,29,26,32, and 33% showing an increase of 6% from 2008-2012.

The percentage of FPW **Female** 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 36, 43, 42, 40, and 46%, showing an increase of 10% from 2008-2012.

The percentage of FPW **Male** 3-8th grade students scoring Proficient & Advanced on TCAP **Math** ranged from 41,42,44,45,and 39% showing an overall flat line of -2% from 2008-2012.

The percentage of FPW **Female** 3-8th grade students scoring Proficient & Advanced on TCAP **Math** ranged from 33,33,39,37, and 42%, showing an increase of 9% from 2008-2012.

The percentage of FPW **Male** 3-8th grade students scoring Proficient & Advanced on TCAP **Science** ranged from 22,13,18,28, and 18 showing an overall flat trend of -4% from 2008-2012.

The percentage of FPW **Female** students scoring Proficient & Advanced on TCAP **Science** ranged from 13, 7, 15, 17, and 20 showing an overall increase of 7% from 2008-2012.

ELL

The percentage of FPW **ELL** 3rd-8th grade students scoring P/A on TCAP in **Reading** ranged from 28, 13, 20, 21, 30 showing that scores were flat, increasing only 2% from 2008-2012.

The percentage of FPW **Exited ELL** 3rd-8th grade scoring P/A on TCAP **Reading** ranged from 48, 59, 78, 88, 74 showing that scores increased 26% from 2008-2012.

The percentage of FPW **NON-ELL** 3rd-8th grade students scoring P/A on TCAP **Reading** ranged from 53, 52, 54, 52, 53, showing an overall flat trend of 0% from

2008-2012.

The percentage of FPW **ELL** 3rd-8th grade students scoring P/A on TCAP **Writing** ranged from 17,9, 15, 12, 19 showing that scores remained flat by 2% from 2008-2012.

The percentage of FPW **Exited ELL** 3rd-8th grade students scoring P/A on TCAP **Writing** ranged from 34, 48, 54, 61, 71 showing that scores increased 37% from 2008-2012.

The percentage of FPW **NON-ELL** 3rd-8th grade students scoring P/A on TCAP **Writing** ranged from 35, 42, 37, 39, 41 showing that scores increased 6% from 2008-2012.

The percentage of FPW **ELL** 3-8th grade students scoring Proficient & Advanced on TCAP **Math** ranged from 29,17,23,21, to 26%, showing an overall flat trend of -3% from 2008-2012.

The percentage of FPW **Exited ELL** 3rd-8th grade students scoring P/A on TCAP **Math** ranged from 47 ,56, 64, 76, 71 showing that scores increased 24% from 2008-2012.

The percentage of FPW **NON-ELL** 3rd-8th grade students scoring P/A on TCAP **Math** ranged from 37, 39, 44, 40, 39 showing that scores remained flat by 2% from 2008-2012.

The percentage of FPW **ELL** 3-8th grade students scoring Proficient & Advanced on TCAP **Science** ranged from 16, 3, 4, 0, to 4 showing an overall decrease of 12% from 2008-2012.

The percentage of FPW **Exited** ELL 3-8th grade students scoring Proficient & Advanced on TCAP **Science** ranged from 11, 6, 44, 38, 31, and 35, showing an increase of 24% from 2008-2012.

The percentage of FPW **Non-ELL** 3-8th grade students scoring Proficient & Advanced on TCAP **Science** ranged from 19,12,14,26, and 21%, showing an overall flat trend of 2% from 2008-2012.

Free/ Reduced Lunch & Non-Free/Reduced
The percentage of FPW 3rd-8th grade students receiving **Free and Reduced** lunch scoring P/A on TCAP **Reading** ranged from 41, 38, 44, 44, 47 showing that

scores increased 6% from 2008-2012.

The percentage of FPW **Non-Free**/Reduced Lunch 3rd-8th grade students scoring P/A on TCAP **Reading** ranged from 56, 56, 57, 60, 58 showing that scores remained flat by 2% from 2008-2012.

The percentage of FPW **Free and Reduced Lunch** 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 25,30,29,30, and 36%, showing an overall increase of 11% from 2008-2012.

The percentage of FPW **Non-Free**/Reduced Lunch 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 40,46,41,47, and 50% showing an overall increase of 10% from 2008-2012.

The percentage of FPW 3rd-8th grade students receiving **Free and Reduced lunch** scoring P/A on TCAP **Math** ranged from 35,32, 36,35,34% showing that scores remained flat by -1%from 2008-2012.

The percentage of FPW **Non-Free**/Reduced Lunch 3-8th grade students scoring P/A on TCAP **Math** ranged from 39, 44, 48, 49, 55% showing that scores increased 16% from 2008-2012.

The percentage of FPW 3rd-8th grade students receiving **Free and Reduced lunch** scoring P/A on TCAP **Science** ranged from 18, 5, 11, 19, 13% showing that scores decreased by 5% from 2008-2012.

The percentage of FPW **Non-Free**/Reduced Lunch 3-8th grade students scoring P/A on TCAP **Science** ranged from 16, 19, 23, 26, 32% showing that scores increased 16% from 2008-2012.

Special Ed./Non-Sp. Ed.
The percentage of FPW **Sp. Ed.** Students 3-8th grade scoring Proficient & Advanced on TCAP **Reading** range from 11, 7, 7, 5, to 12%, showing a flat trend of 1% from 2008-2012.

The percentage of FPW **Non-Sp. Ed**. Students3-8th grade scoring Proficient & Advanced on TCAP **Reading** range from 51,49,55,55, and 54 showing a flat trend of 3% from 2008-2012.

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The percentage of FPW **Special Ed**. 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 4%, 11%, 5%, 5%, to 8%, showing an overall flat trend of 4% from 2008 to 2012.

The percentage of FPW **Non-Sp. Ed**. 3-8th grade students scoring Proficient & Advanced on TCAP **Writing** ranged from 35%, 39%, 38%, 39%, 43%, showing an overall increase of 8% from 2008-2012.

The percentage of FPW **Sp. Ed**. Students 3-8th grade scoring Proficient & Advanced on TCAP **Math** ranged from 6%, 4%, 10%, 9%, to 12% showing an overall increase of 6% from 2008-2012.

The percentage of FPW **Non-Sp. Ed**. 3-8th grade Students scoring Proficient & Advanced on TCAP **Math** ranged from 40, 40, 45, 44, 43%, showing a flat trend of 3% from 2008-2012.

The percentage of FPW **Special Education** 3-8th grade students who are proficient and advanced on TCAP **Science** ranged from 0%, 0%, 0%, 6%, 0% showing and overall flat rate of 0% from 2008 to 2012.

The percentage of FPW **Non-Special Ed** 3-8th grade students proficient and advance on TCAP **Science** ranged from 19%, 11%, 18%, 24%, and 21% showing and overall flat trend of 2% from 2008 to 2012.

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.)

Priority performance challenges were determined by viewing the data with the SLT. The SLT looked at the data and determined that based on the data, there was a significant achievement gap between students of color, ELL's and FRL students and our Asian and White students. We reviewed the TCAP trends for the subgroups for the past 5 years. Based on the 5 years of data it was further determined a significant gap between the subgroups. We determined we did not meet the minimum growth levels for the district. We also looked at individual grade levels which concluded there were double digit gaps across all content areas.

Root Cause

(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.)

We lacked systems and structures to support best practices across all grade levels and all content areas. We identified the root causes by working with the SLT to identify the root causes for the priority performance challenges. We looked at TCAP, The Cambridge Report(internal audit), Cambridge Report.

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.

Systems and structures are in place to launch the action plan. Items indicated in the implementation benchmarks include; collecting minutes from meetings, creating and evaluating common planning times and frequent observations of grade level and data team meetings.

District Interims:

- K-8 Math, 3x a year
- 2 – 8 Writing, 3x a year
- 6-8 Reading, 3x a year

STAR

- K-5, 3 times a year
- Monitoring of student progress throughout the year dependent on student needs
- DRA2/EDL2, 3 times a year;
- Progress monitoring monthly with DRA2/EDL2 Progress Monitoring Passages

SRI

- Junior Academy only, 3 x a year

TCAP

- Math
- Reading
- Writing
- Science

ACCESS

K – 8

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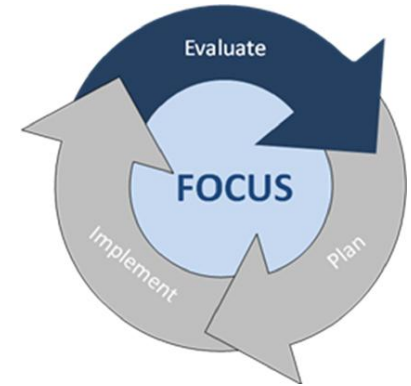
School Target Setting Form
Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

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	Across all content areas, the majority of students attending Florida Pitt Waller ECE – 8 School are performing below State expectations, with the most consistent underperforming groups being Black, Hispanic, ELLs, FRL students and students identified as Special Ed	59% Elementary 65% Middle	66% Elementary 70% Middle	District Interims: • K-8 Math, 3x a year **Mid-year 2012/2013 District Interim Math Grades 2 – 5 students P/A** / **Mid-year 2012/2013 District Interim Math Grades 6 – 8 students P/A** Overall: 45% / Overall: 26% Black: 38% / Black: 28% Hispanic: 46% / Hispanic: 26% SpEd: 15% / SpEd: 14% ELL K-8 Students P/A Overall: error in data, ARE to update	If we create and provide systems and structures to support best practices (i.e., common planning time, data teams, differentiated PD, teacher leadership, etc.), then teachers will be empowered to effect change in student achievement for all, including disaggregated groups.
		M		54% Elementary 49% Middle	61% Elementary 52 Middle		
		W		42% Elementary 50% Middle	46% Elementary 55% Middle		
		S		34% Elementary 40% Middle	42% Elementary 45% Middle		

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- 2 – 8 Writing, 3x a year

Mid-year 2012/2013 District Interim Writing Grades 2 – 5 students P/A	Mid-year 2012/2013 District Interim Writing Grades 6 – 8 students P/A
Overall: 31% Black: 27% Hispanic: 32% SpEd: 3%	Overall: 49% Black: 52% Hispanic: 42% SpEd: 20%
ELL K-8 Students P/A Overall: error in data, ARE to update	

- STAR K-5, 3 times a year
- District Interim 6-8 Reading, 3x a year

Mid-year 2012/2013 STAR Grades 1 – 5 students P/A	Mid-year 2012/2013 District Interim Reading Grades 6 – 8 students P/A
Overall: 52% Black: 50% Hispanic: 48% SpEd: 15%	Overall: 45% Black: 47% Hispanic: 38% SpEd: 21%
ELL K-8 Students P/A Overall: error in data, ARE to update	

- Monitoring of student

| | | | | | progress throughout the year dependent on student needs
• DRA2/EDL2, 3 times a year;
• Progress monitoring monthly with DRA2/EDL2 Progress Monitoring Passages

SRI
• Junior Academy only, 3 x a year

TCAP
• Math
• Reading
• Writing
• Science

ACCESS
• K – 8 | |
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary & Workforce	Graduation Rate						
	Disaggregated Grad Rate						

Readiness	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: If we create and provide systems and structures to support best practices (i.e., common planning time, data teams, differentiated PD, teacher leadership, etc.), then teachers will be empowered to effect change in student achievement for all, including identified disaggregated groups.

Root Cause(s) Addressed: We lack systems and structures to support best practices across all grade levels and all content areas in order to best support student achievement for all students. In addition, we are not meeting the needs of disaggregated groups, in particular students who are Black, Hispanic, ELLs and FRL and students who are identified as Special Ed.

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

☐ School Plan under State Accountability   X 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)
A common system for planning, agendas and meeting minutes will be designed and utilized in collaboration with SLT.	Starting October 2012 – May 2014	All teachers Facilitators Administrators TEC SLT	Binders for each grade level were given to teachers who will manage the logbook. Binders were donated by a community member. Log template with the following columns: • Time/date • Items Discussed • In Attendance	Binders delivered to staff by December 2012	Ongoing Variety of systems in place. Grade level meetings are well documented. Template shared for facilitation protocol for agenda and meetings. Notes are turned in and archived in binders by grade level.

Common Planning and Grade Level Meetings Lesson Structures – standards based; timely, relevant • Common Grade Level/Vertical Planning – looking at student work/progress and informing instructional decision making • Formative Assessment (exit slips connected to Content Language Objectives, etc.) and Descriptive Feedback		SLT Grade level leaders Teachers Administration TEC Facilitators	Team meeting template	100% of Teachers will participate in Common Planning/Grade Level Meetings. Agenda and minutes from Grade Level meetings will be shared weekly with designated Administrators beginning December 2012 – May 2014 Administration will observe common planning twice monthly using the LEAP Framework for Effective Teaching to measure effectiveness (Professionalism) beginning December 2012 – May 2014. Facilitators and TEC will observe planning twice monthly and collect anecdotal notes in order to determine next steps for support beginning December 2012 – May 2014	In progress To grow vertical planning some backward planning has begun and introduced by backward design. Vertical (building by grade level) look through the common core. In progress with Facilitators, TEC and Administrators In progress, submitted to administrators with action steps, formal documentation is not in place.
Implement and utilize a common structure (Step A protocol) for ongoing unit level backwards planning across content o Standards-based	December 2012 – May 2014	SLT Grade level leaders ALL Staff Administration		100% of classroom teachers will begin to meet prior to upcoming units to collaboratively plan using backwards design	In progress Assessment protocol needs to be delivered.

o Year at a glance and unit at a glance o Core Issues of lesson design to guide decisions regarding differentiation		TEC Facilitators		beginning December 2012 through May 2014.	Template has been shared with staff and administration will follow up to see how the template is being utilized. Fall 2013. Set the clear expectation that backwards design will be to required planning. Unit planning during PD with prior planning before unit delivery. Ask questions about the facilitation of core issues of lesson design. Teacher Leaders will deliver training.

Leadership and JA teachers will begin research to support and build and/or pilot a collaborative community with other K-8 middle school practitioners. This could include, but is not limited to: • Online • Face to Face	October 2012 - May 2013	Facilitators TEC JA Teachers		Facilitators, Administrators TEC and JA teachers will collect data from other schools and begin research in October 2012 and meet with collected information to present to FPW SLT/TL in December 2012 in order to determine next steps in the collaborative project. Next date to be determined.	Online data collected however we are not able to implement at this time and on line will be revisited before 2014. Ongoing conversations about how to implement and launch PD with other K-8 Network schools, Spring 2013
All teachers will create content language objectives relevant to instructional focus. Daily content language objectives posted in the classroom using the common components of a quality content language objectives.	November 2012 – May 2014	Teachers	Curriculum lesson plan template, supplemental books, framework (LEAP)	Daily content language objectives posted in the classroom using the common components of a quality content language objectives.	In progress Varying levels of efficacy/proficiency. Communicate to teachers that the goal is to build proficiency around CLO's.
Weekly Professional Development will be conducted on Wednesdays from 3:30-5:00	November 2012 to May 2014	Administrators Facilitators Teachers TEC SLT TLs		100% of Teachers will attend weekly Professional Development as evidenced by attendance and reflection sheets as well as observations by administration to document implementation of strategies/instructional moves covered.	In progress Reflection data collection is in progress and evolving.

				Observations will be conducted at least twice monthly using the LEAP Framework. Content and LEAP related Feedback will be given to observed teachers within a 48 hour period following observation. Beginning December 2012 through May 2014.	In progress and ongoing Determine informal "look for" foci for instruction. Follow up implementation of PD during classroom instruction and for classroom visits.
Norms will be implemented and reviewed during all meeting structures.	August 2012 – May 2014	All staff and administration	Poster of FPW norms Individual copies of FPW norms Classroom copies of FPW norms	100% of staff will agree to and utilize FPW norms in all meeting structures throughout the building beginning of each session starting November 2012 – May 2014 as evidenced by administration observation notes and agenda minutes.	Ongoing The result of this consistent practice is building confidence and intentional and professional conversations around student achievement. More cohesive work/planning and common threads amongst teams/grade levels.
Data Teams – tying to instructional implications, timely, relevant, structure, teacher led (standards-	November 2012-May 2014	SLT Teacher Leaders	Golden's template Data team rubric	Evidence of teacher instructional moves based	Improvements will be made to the

based) • Formative Assessment (exit slips connected to Content Language Objectives, etc.) and Descriptive Feedback o Administration will confer with Consultant from CTLT to determine possible supports for formative assessment • Create and utilize student work protocol for weekly planning meetings	December 13, 2012 January 2012	Facilitators TECs Admin IS Team		on data team goal setting will be shown in student growth on pre/post assessments Teacher strategies will be observed/discussed with designated administrator via 1:1, notes, timely feedback Teachers can show evidence of data driven instruction via video tape Teachers will begin to implement and post Content Language objectives and use/create daily formative assessments based on daily learning targets and unit outcomes beginning November 2012 – 2014 Protocol for looking at student work to be created and presented by December 2012. Student work protocol will be used in weekly planning in order to determine students' progress toward identified learning targets) beginning January 2012 – May 2014	data team process, implementation, follow through and follow up. There are varying degrees of understanding as to how to access data, analyze and use the data to drive instruction. Fall 2013 SIP, AP, Facilitator and TEC will model the data team process and determine how much conversation is being spent on the process and the follow up. Gradual release as part of the data team process so teachers can facilitate the process and formally understand how to use the data to drive instruction.

					At this time some teachers are unsure of what to do with the data. Fall, 2013, establish a protocol to have data prepared ahead of time for teachers to allow them time to accurately analyze data, create an action plan, lesson plan, that addresses the data. Provide results from Admin. Schoolwide ranking and individual teacher self-ranking on data team rubric to the SLT Fall 2013.
Teachers and administration will Assess effectiveness of data teams (self-assessment) using data team rubric Teachers and administrators will continue use of D.T. rubric to monitor progress and effectiveness of data teams	-monthly, last meeting of cycle – debrief beginning November 2012 – May 2013; *adjusted* to begin May 2013 – May 2015	Data teams Facilitators Administrators	-rubric -data -student work -attendance	Teachers will self – reflect on data rubric each month beginning September 2013 – May 2015 Teams will reflect on scores to determine areas of strength and areas for growth beginning May	Not yet begun Not yet begun Leadership team will begin data team rubrics based on observations of data teams and

				2013 – May 2015	processes.
				Data teams/ teachers will keep records to track progress toward individual and team goals beginning November 2012 - 2014	In Progress
All staff will begin an initial inquiry into Culturally Responsive Education with the guidance of Post-Secondary Readiness Trainer of Trainers in order to ensure movement toward intentional work in equity for all students.	December 19, 2012; January 16, 2013; January 23, 2013; February 19, 2013; remaining dates to be determined	All staff Administrators TEC Culturally Responsive Trainer of Trainers		100% of teachers will attend all sessions as measured by sign-in sheets, reflective feedback and surveys beginning December 2012 through May 2014.	Began in January, 2013 and ongoing
A review of the RtI process and district expectations and supports will be introduced beginning in the 2013/2014 school year	January 2013 – September 2014	Administration Facilitators TEC SLT TLs	District RtI process resources	Leadership team will begin to conduct a review and update of current district resource regarding the RtI process in alignment with current data team process, best practices in instruction, and with universal, targeted and intensive instructional interventions and systems/structures to meet the needs of all students beginning January 2013 through September 2013 as evidenced by meeting notes, district documents and alignment and updated plan for the RtI process at Florida Pitt Waller.	Ongoing Fall of 2013, take time to look at students with moderate to urgent needs and how we are delivering that support. Intervention needs to be customized to meet the needs of individual students and how is it being tied to the core. Use Guidelines for Literacy Progress to drive the plan for Fall, 2013 implementation of

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				the RTI process.
				Put RTI team in place in the Spring, 2013 to review determine what the process looks like.

* 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: _____ **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)

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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)

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Florida Pitt Waller K-8
Parent – Student – Teacher – Administrator Compact
2012 - 2013

Student Responsibilities:
- Attend school every day on time during the academic day from 8:15 a.m. until 3:00 p.m.
- Wear school uniform every day
- Be responsible for my own learning by asking questions, seeking help when needed and being an active participant in class
- Follow the attributes of B.I.S.O.N established for me by the school
- Challenge yourself academically
- Complete all class work and homework assignments on time
- Be respectful of myself and others around me
  Junior Academy
- Use lockers respectfully and do not share combinations
- As an athlete meet all classroom and team expectations
- Model appropriate behavior for all younger students

Teacher Responsibilities:
- Connect with parents through home visits and invite parents to volunteer in the class
- Encourage and motivate all students to achieve their full potential
- Set high expectations for myself and my students
- Maintain consistency in academics and behavior
- Communicate frequently with students, parents and colleagues
- Provide learning experiences that are motivating and challenging
- Respond to questions of students and parents within twenty four hours
- Differentiate instruction to support all learners
- Ensure fidelity to the DPS curriculum and provide intense, explicit instruction
- Be respectful to myself, my students and parents
- Praise and reward children often as individuals and as a class

Parent Responsibilities:
- Ensure that my child is in school every day on time during the academic day from 8:15 a.m. until 3:00 p.m.
- Be involved in my child's education at school and at home by checking and assisting my child with homework as well as checking the weekly folder sent home
- Come to parent meetings, Back to School Night, Parent Conferences and school activities
- Be responsive to teacher concerns regarding my child's learning and behavior
- Support the school uniform policy by ensuring that my child wears his/her uniform every day.

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- Be a positive role model for my child and all students when attending school activities
- Volunteer in the school –library, classroom, playground, read to students, PTA, CSC, etc.

Administrator Responsibilities:
- Set high expectations for self, students, staff and parents
- Ensure fidelity to the district curriculum
- Provide quality materials and resources for teachers and students
- Ensure and maintain a positive and safe school environment
- Commit to high quality, ongoing professional development for staff
- Praise and reward teachers and students often
- Be respectful to myself, staff, students and parents

B. Be Respectful
I. Independent
S. Safe
O. On Task
N. Neighborly

Together, as a community we will encourage and motivate all students to achieve their full potential, communicate frequently and be respectful.

_____   _____

Administrator Signature   Teacher Signature

_____   _____

Parent/Guardian Signature   Student Signature

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Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I must use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	Please refer to pages 36 & 37 Narrative: Description of School and process for Data Analysis
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	*Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.* Please refer to pages 36 & 37 Narrative: Description of School and Process for data Analysis and Section IV: Action Plan (s), pages 46 - 54
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 10)	*Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.* Please refer to pages 36 & 37 Narrative: Description of School and Process for data Analysis and Section IV: Action Plan (s), pages 46 - 54
All core content teachers are highly qualified.	☒ Yes ☐ No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	A Personnel Committee (PC) is formed annually to review the applications of perspective recruits. Prior to the interview process, committee members are trained by our Human Resources Partner. HR is also responsible for screening potential applicants prior to interviews. Potential teachers are observed in formal classroom environments prior to the final selection.

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Title II Professional Development Plan

2012-2013

SCHOOL NAME: Waller K8   **DATE:** 03/5/2012

SCHOOL LOCATION #(XXX): 195

**(To activate the Excel table double click inside the table.
To close the table click anywhere outside the table.)**

TITLE II ALLOCATION

FY 13 Title II Allocation					$32,300.00
Staff Salary/Benefits		.4 FTE			$ 29,831.00
Guest Teachers (Subs) Salary/Benefits			$ -	$ -	$ -
Teacher Extra Pay - Salary/Benefits			$ -	$ -	$ -
Consultants					
Books					
General Supplies					$2,469.00
Travel/Registration					
REMAINING FUNDS TO BUDGET		0.00	$ -	$ -	$0.00

1. Based on your UIP and the district priorities, please describe the Major Improvement Strategy that the Title II professional development funds will address. You may address more than one Major Improvement Strategy.

   a. If we create and provide systems and structures to support best practices (i.e., common planning time, data teams, differentiated professional development, teacher leadership, etc.), then teachers will be empowered to effect change in student achievement.

      i. A common system for planning, agendas and meeting minutes will be designed and utilized in collaboration with SLT.

      ii. Common Planning and Grade Level Meetings Lesson Structures-standards based; timely, relevant

      iii. Common Grade Level/Vertical Planning—looking at student work/progress and informing instructional decision making

      iv. Formative Assessments (exit slips connected to Content language Objectives, etc.) and descriptive feedback

      v. Implement and utilize a common structure (Step A protocol) for ongoing unit level backwards planning across content

      vi. Leadership and JA teachers will begin research support and build and/or pilot a collaborative community with other K-8 school practitioners.

      vii. Weekly Professional Development will be conducted on Wednesdays from 3:30-5:00.

      viii. Data Teams-tying to instructional implications, timely, relevant, structure, teacher led and standards-based.

      ix. Teachers and administrators will assess the effectiveness of data teams using data team rubrics.

2. Provide a specific budget narrative that describes how the proposed use of the Title II funds will address professional development aligned to the identified Major Improvement Strategy from the UIP through the use of teacher leaders. Please include the breakdown of dollars for extra pay, release time, reduced classroom load, or .5 or 1.0 professional development positions.

> A .4 facilitator will be funded to support the literacy program. Additional funding will be used from the general fund to ensure this individual is a 1.0 FTE. In determining how the facilitator will be used, there will be on-going assessments, interim, STAR, DRA-2, formative and summative assessments, throughout the year to chart the academic success of students. The $2, 469.00 is being allocated to purchase copying paper and print cartridges.

3. How will you evaluate the effectiveness of this strategy?

> The effectiveness of this strategy will be determined by a review of the TCAP, and by weekly/monthly data team meetings with all grade levels.