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Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 3/2/2012 for 2012-2013

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 7554 School Name: SABIN WORLD SCHOOL SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			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	72.05%	-	-	53.66%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	53.52%	-	-	
		W	54.84%	-	-	41.18%	-	-	
		S	45.36%	-	-	27.69%	-	-	
			Median Adequate SGP			Median SGP			
			Elem	MS	HS	Elem	MS	HS	
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.	R	43	-	-	52	-	-	Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	60	-	-	59	-	-	
		W	51	-	-	53	-	-	
		ELP	47	-	-	59	-	-	

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

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

Accountability Status and Requirements for Improvement Plan

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.

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Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	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	Wendy D. Pierce, Principal
	Email	wendy_pierce@dpsk12.org
	Phone	720-424-4520
	Mailing Address	3050 S. Vrain St., Denver, CO 80236
2	Name and Title	Laura Vasta, Administrative Assistant
	Email	Laura_Vasta@dpsk12.org
	Phone	720-424-4520
	Mailing Address	3050 S. Vrain St., Denver, CO 80236

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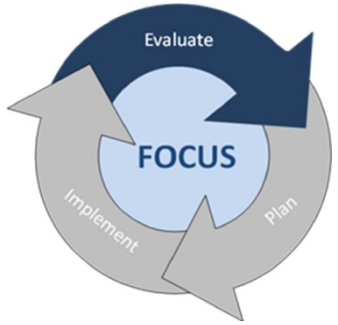
Section III: Narrative on Data Analysis and Root Cause Identification

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



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

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of the 2011-2012 school year 60% of the students in grades 3-5 will score proficient or advanced in reading.	No, target was not met. 3rd – 5th Grade reading proficiency at Sabin was 54% in Spring 2012. This was a decrease of 1% compared to last year's 55% in 2011.	Last year's major improvement plans on oracy and oral language development began in the 2010-2011 school year while the focus on the reading continuum began in 2011-12 and were embedded with the IB planners. These major improvement strategies have not yet been implemented to the level intended. While there was a consistent use of Language and Content Objectives and the insertion of language functions and forms into the IB planners, there is still more work to be done to ensure that these are rigorous across all grade levels and in all classrooms. School wide expectations on reading and writing curriculum were implemented last year but the degree and level of implementation will need to
Academic Growth			
Academic Growth Gaps			
Post Secondary			

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.
Readiness			continue to be a focus this upcoming school-year.

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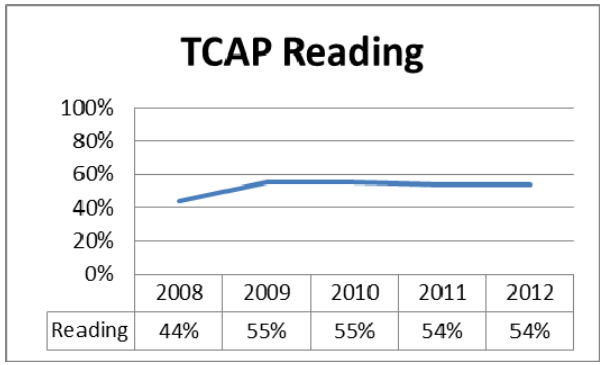
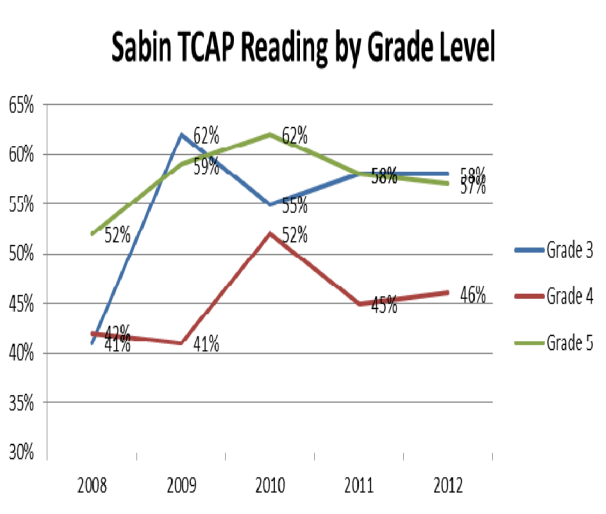
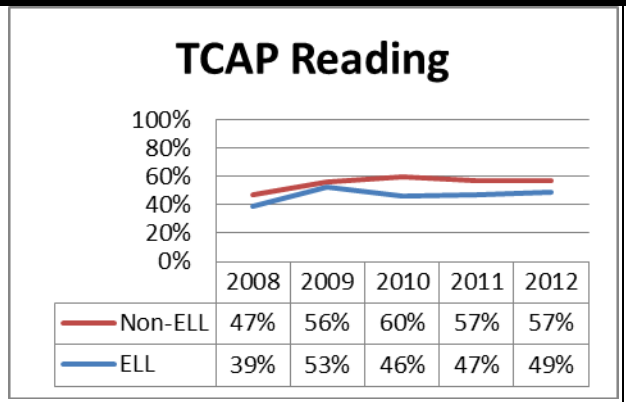
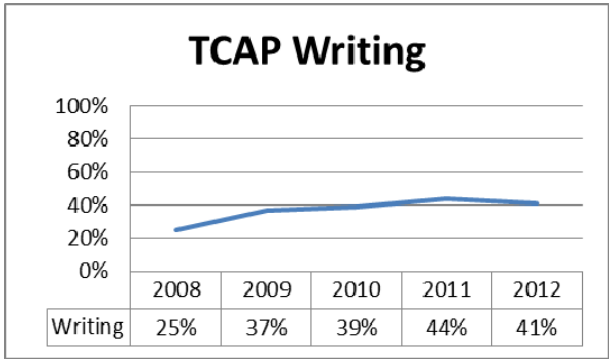
Worksheet #2: Data Analysis

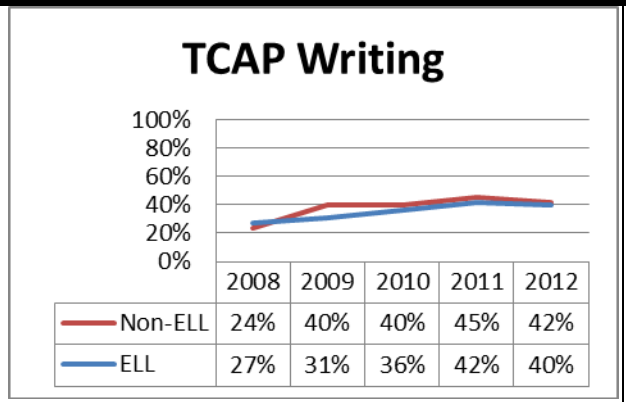
Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Reading  While TCAP overall (Grades 3-5) reading proficiency and above percentage increased form 44% to 55% from 2008 to 2009, since 2009 reading proficiency and above percentage for grades 3-5 have remained flat from 2009 to 2012 and remain well below state expectations.	While TCAP overall (Grades 3-5) reading proficiency and above percentage increased form 44% to 55% from 2008 to 2009, since 2009 reading proficiency and above percentage for grades 3-5 have remained flat from 2009 to 2012 and remain well below state expectations.	While teachers at Sabin have begun to implement a consistent reading curriculum, the level of implementation and fidelity of each of the reading components varies within and across all grade levels.

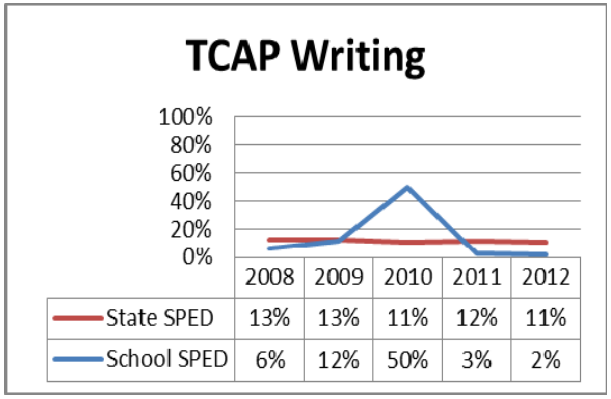
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 From 4th grade to 5th grade, the same group of students went from 21% to 14% unsatisfactory, and those at proficient went from 44% to 56%. From 3rd to 4th Unsatisfactory went from 12% to 21% and Proficient went from 57% to 43%		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 In reading from 2010-2012 our gap between ELLs and Non-ELLs has decreased from 14%, 10% and 8%.		
	Writing  Overall TCAP writing prociciency and above has increased from 2008 to 2012 and within the last three years has remained relatively flat, from 39% to 44%.	In writing proficiency on TCAP by grade level, 3rd and 5th grade have had significantly higher percent proficiency as opposed to 4th grade, with gaps that have been more significant than Denver Public School averages.	While teachers at Sabin have begun to implement a consistent writing curriculum, the level of implementation of each of the writing components is not implemented with fidelity within and across all grade levels.

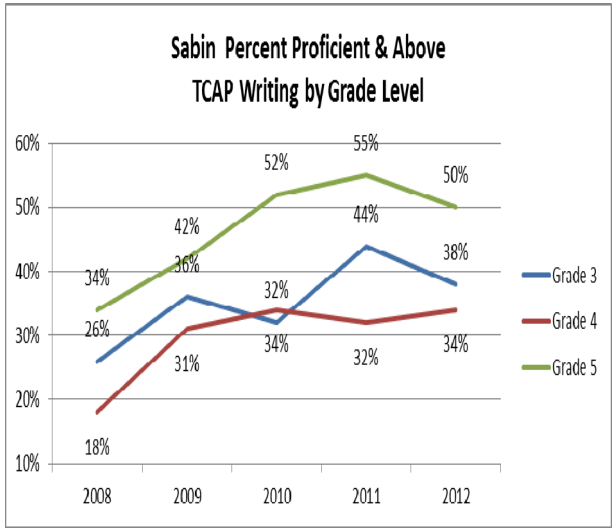
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

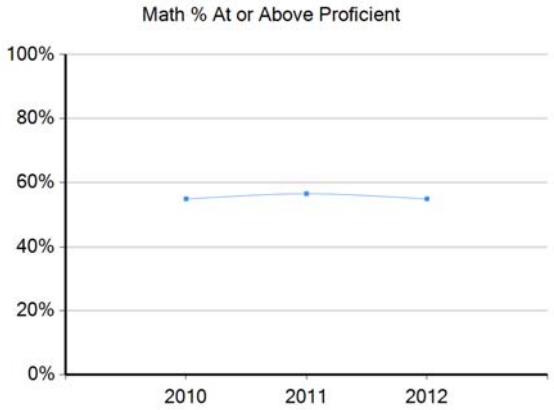


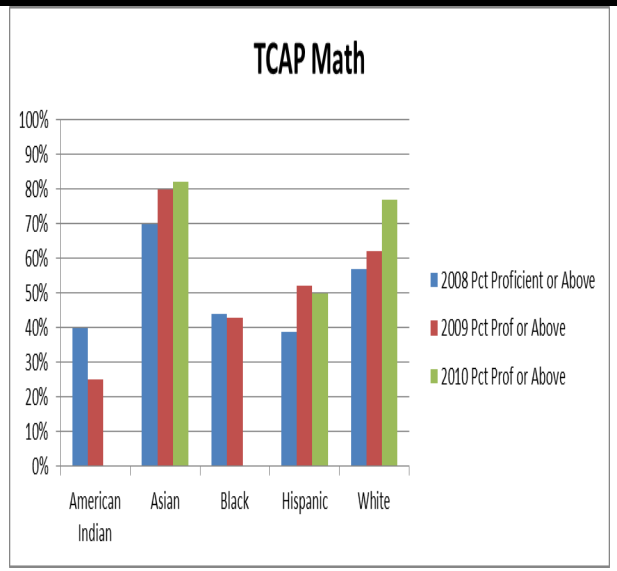
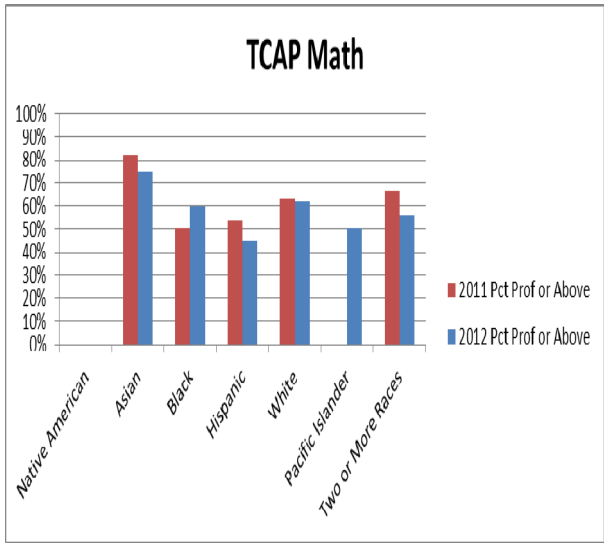
The Percent of Non-ELL who scored P/A from 2008-2012 increased from 24%-42% and ELLs from 27% to 40%. Between 2011 and 2012, both ELLs and non-ELLs showed a slight decrease.

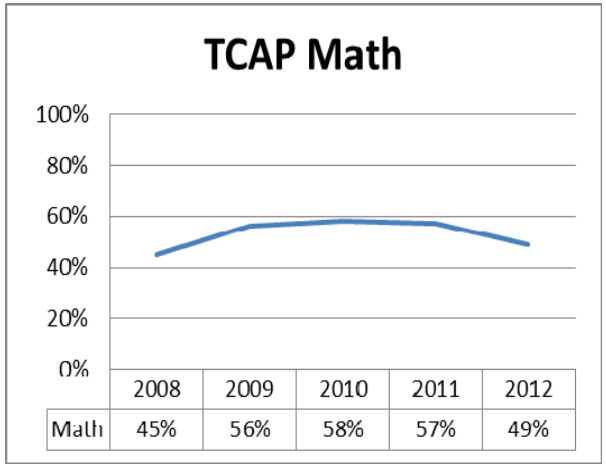


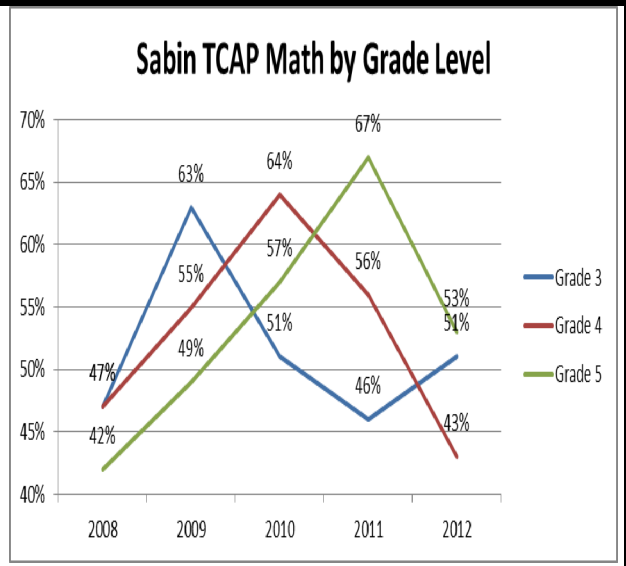
Between 2009-2010 Sped Students grew from

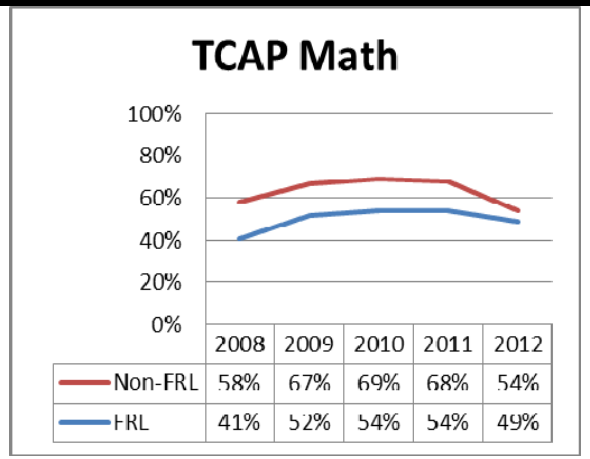
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	12%-50% scoring P/A and from 2010-2012 Sped Students decreased from 50% P/A to 2% P/A.  From 3rd to 4th grade, students made inconsistent gains but demonstrated significant growth in 5th grade.		
	Math Math TCAP 2012 Continuously Enrolled 2010 2011 2012 Math 55 % 56 % 55%	The percentage of continuously enrolled students at Sabin World Elementary who scored proficient and above between 2010 and 2012 remained flat from 2010-2012 ranging from 55% to 56%.	In general, teachers have not been teaching and using all the components of the math curriculum with consistency and/or fidelity. • Math instruction has not been a focus for teacher professional development. • In general, teachers do not have a clear understanding of the learning trajectory of what skills need to be mastered within and across grade levels.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 The percentage of continuously enrolled students, between 2010-2012, who scored Proficient or above on the Math TCAP, remained flat over a three-year period, ranging from 55%-56%.		

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of students, on the Math TCAP, in the Hispanic cohort, between 2010-2012 increased then decreased, between 45% and 56%.  The percent of the students at or above proficiency in 3rd, 4th, and 5th grade on the math TCAP, from 2008-2012, had a one year increase, three year flat-line, and then a 1 year decrease. The percent of proficiency ranged from a low of 45% to a high of 58%.		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 In writing proficiency on TCAP, 3rd and 5th grade have had significantly higher percentages of proficiency, as opposed to 4th grade, with gaps that have been more significant than Denver Public School averages.		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 The percentage of FRL students, scoring at or above proficiency on the Math TCAP, between 2008-2011,increased, flat lined, and then decreased in a range of 5% points. From 2010-2011, the percentage remained the same at 54%, and then decreased to 49% in 2012.		
Academic Growth			
Academic Growth Gaps			
Post Secondary & Workforce Readiness			

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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.

Introduction: 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).

Fall 2012

School Profile:

Sabin World Elementary School is located in Southwest Denver. In the 2004-05 school year Sabin went through a revitalization process and elected to become an International Baccalaureate Primary Year Programme (IB PYP) school. Sabin World began implementing the IB PYP in 2006-2007 as a way to restructure and move Sabin from a lower performing school to a higher performing. The PYP is a comprehensive approach to teaching and learning, with an international curriculum model that allows teachers to design learning opportunities for students that not only enable them to meet district and state standards, but also helps students place that learning in a context that develops their understanding of the greater world around them. In the fall of 2007, with the number of English language Learners (ELLs) for whom Spanish is the first language increased to over 60 students. This qualified Sabin to be classified as a Transitional Native Language Instruction (TNLI) school in Denver Public Schools (DPS). Sabin's current enrollment is approximately 710 students from Early Childhood Education to 5th Grade. Sabin World School is also home to three Special Education center placement programs, including multi-intensive K-2, multi-intensive 3-5, as well as one classroom that serves K-5 multi-intensive severe students.
Overall Enrollment: 713

Overall Enrollment	
2008	610
2009	564
2010	667
2011	702
2012	713

Minority Combined: 77.1%
ELLs: 32.3%
Free and Reduced Lunch: 80.2%

Title I Funding

The funding received by Sabin World from Title I is used to pay for 2.5 classroom teachers, general education paraprofessionals that support the literacy interventions provided during each grade level's push-in block and the required Parental Engagement percentage that supports the Parent Handbook, Thursday folders and grade level family celebrations after one or two IB PYP planner completions and corresponding student presentations or projects.

Process for developing the UIP

7-27-12 Overall big picture 2012 TCAP results shared with Teacher Leadership Academy team.

8-08-12 School Leadership Team which included school administrators and teachers from all grade levels and departments reviewed TCAP data. Included in the raw data were sub-group data reports, continuously enrolled reports, as well as grade level data for all content areas: reading, writing, math, and science.

8-14-12 Initial median growth percentile data was provided by the district. We noted that for every content area: reading, writing and math Sabin's Median Growth Percentile were above the 50th percentile.

8-17-11 Administrative team reviewed data to begin to identify trends.

9-15-12 District provided support and professional development for school leaders about the process for developing the Unified Improvement Plan and expectations for the schools on the updated 2012-2013 UIP.

9-17-12 Reviewed trend data and UIP processes with Suzi Moore, our DPS district support Data Assessment Partner, and our administrative team. This prepared our school administration for our school UIP planning process with teachers in preparation for the UIP working days on September 21st and 28th. Sabin's UIP is written collaboratively with representation from each grade level and each department at the school as well as parent participation; this group is referred to as the UIP Development Team.

9-21-12 Day 1 with the UIP Development Team:

1. Review Median Growth Percentile – What it means and how it is used to measure to measure growth
2. Review Denver Public Schools School Performance Framework (SPF) – to understand our strengths and areas for growth on 2012 SPF
    a. *Note we will review Colorado Department of Education School Performance Framework when it is released later this year*
3. Overview of the process and reflection on last year's UIP targets and action plans
    a. Did we meet our targets?
    b. Review last year's UIP Major Improvement Strategies and Action Plan – What worked? What didn't?
4. Data Analysis (Section II) – as a start to UIP development
    a. Developing Trend Statements
    b. Team was broken into 3 groups each group focused on one content area: reading, writing or math then each team shared out their trend statements to the larger group.
5. Identify Priority Performance Challenges
6. Begin to discuss possible explanations as way to start Root Cause Analysis

9-28-12 Day 2 with the UIP Development Team:

1. Review our Possible Explanations from our notes on 9-21
    a. Categorize explanations – Are there any themes?
    b. Within our content areas?
    c. Across all content areas?
2. Root Cause Analysis
3. Identify Major Improvement Strategies
4. Begin to identify action steps in Action Plan

10-03-12 School wide teacher feedback on Math priority performance challenge and root cause – teachers provided feedback as to why they believe our continuously enrolled students are not increasing their level of proficiency as they progress from 3rd to 5th Grades.

10-10-12 Review and share out with whole staff current development of UIP and solicit input from staff
10-10-12 Share out with Collaborative School Committee (CSC) the UIP development and next steps as well as solicit feedback and input from the committee.
10-15-12 Feedback from Peer UIP Review was conducted with Gust elementary

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.

DPS SPF - As per the DPS SPF, Sabin was rated overall , "Meets Expectations" for the third year in a row. Sabin also meet expectations within the subcategories of Growth, Status, Re-enrollment, and Parent Satisfaction.

CDE Prepopulated Information

Sabin's overall rating for academic achievement for status was "Approaching" as per our prepopulated Unified Improvement Plan.

Sabin's overall rating under Academic Growth was "Meets" as per our prepopulated Unified Improvement Plan.

Sabin's overall rating under Academic Growth Gaps was "Meets" as per our prepopulated Unified Improvement Plan.

CDE Growth Model Information

Reading: 54% Proficient and Advanced - 51% Median Growth Percentile with Adequate Growth being 41%

Writing: 41% Proficient and Advanced – 51% Median Growth Percentile with Adequate Growth being 54%

Math: 49% Proficient and Advanced - 52% Median Growth Percentile with Adequate Growth being 52%

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.

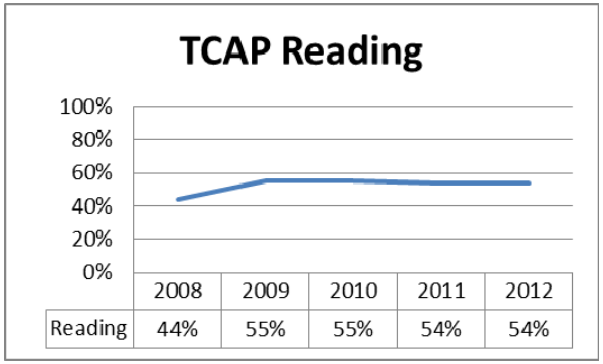
2012 Target: By the end of the 2011-2012 school year 60% of the students in grades 3-5 will score proficient or advanced in reading.

No, target was not met. 3rd – 5th Grade reading proficiency at Sabin was 54% in Spring 2012. This was a decrease of 1% compared to last year's 55% in 2011.

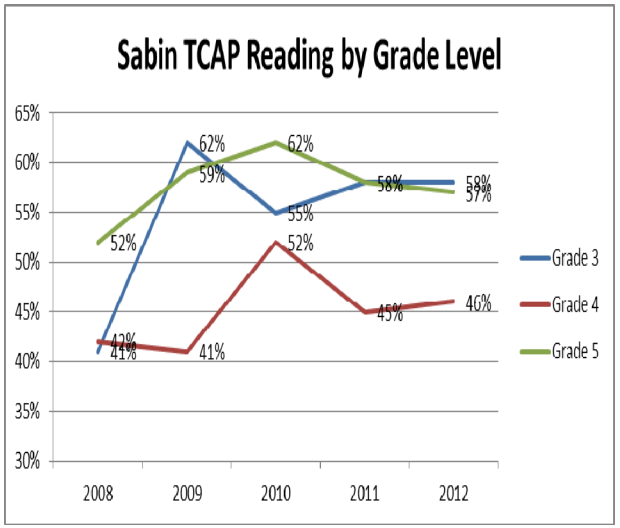
Last year's major improvement plans on oracy and oral language development began in the 2010-2011 school year while the focus on the reading continuum began in 2011-12 and were embedded with the IB planners. The plan is to continue with these major improvement strategies as we have not yet implemented these to the level intended. While there was a consistent use of Language and Content Objectives and the insertion of language functions and forms into the IB planners, there is still more work to be done to ensure that these are rigorous across all grade levels and in all classrooms. School wide expectations on reading and writing curriculum were implemented last year but the degree and level of implementation will need to continue to be a focus this upcoming school-year.

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.

Reading

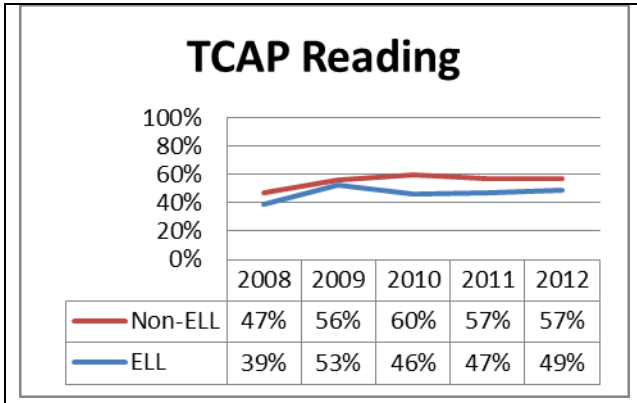


While TCAP overall (Grades 3-5) reading proficiency and above percentage increased form 44% to 55% from 2008 to 2009, since 2009 reading proficiency and above percentage for grades 3-5 have remained flat from 2009 to 2012 and remain well below state expectations.



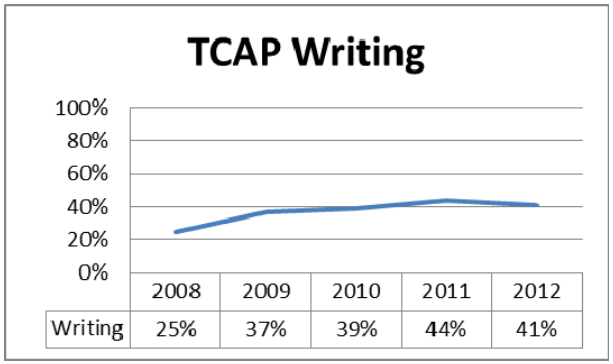
From 4th grade to 5th Grade, the same group of students went from 21% to 14% unsatisfactory, and proficient went from 44% to 56%.

From 3rd to 4th Unsatisfactory went from 12% to 21% and Proficient went from 57% to 43%

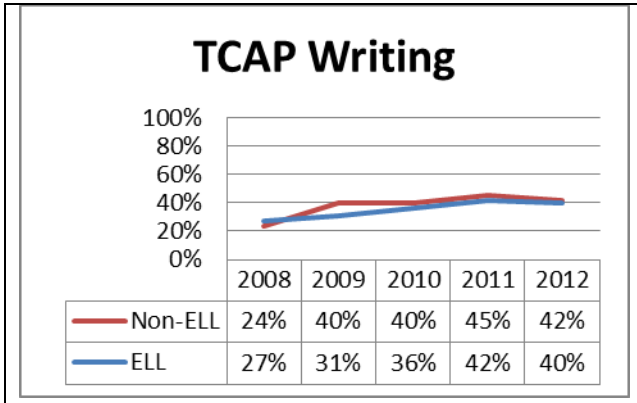


In reading from 2010-2012 our gap between ELLs and Non-ELLs has decreased from 14%, 10% and 8%.

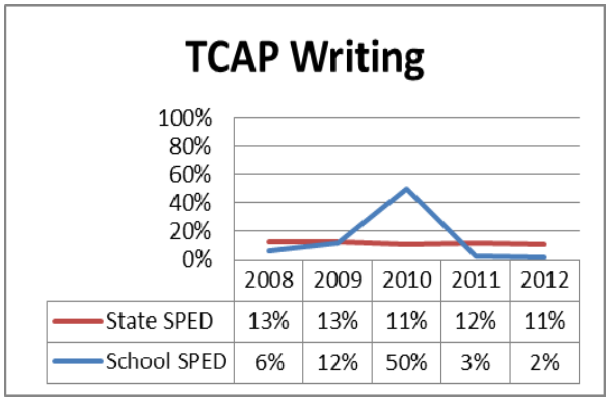
Writing



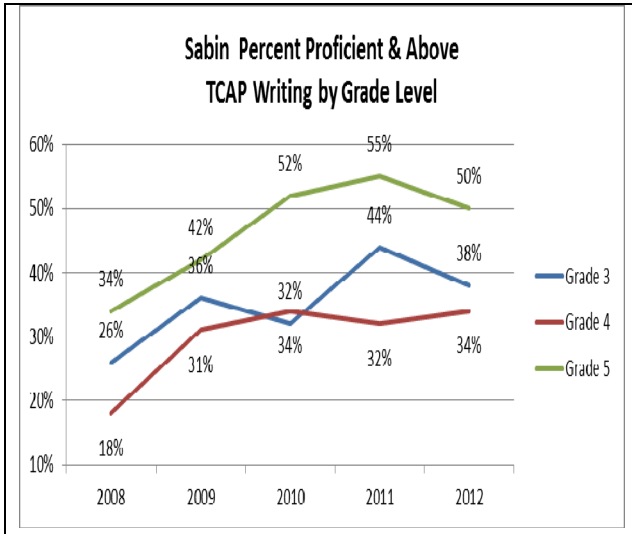
Overall TCAP writing prociciency and above has increased from 2008 to 2012 and within the last three years has remained relatively flat 39% to 44%.



The Percent of Non-ELL who scored P/A from 2008-2012 increased from 24%-42% and ELLs from 27% to 40%. Between 2011 and 2012, both ELLs and non-ELLs showed a decrease.



Between 2009-2010 Sped Students grew from 12%-50% scoring P/A and from 2010-2012 Sped Students decreased from 50% P/A to 2% P/A.

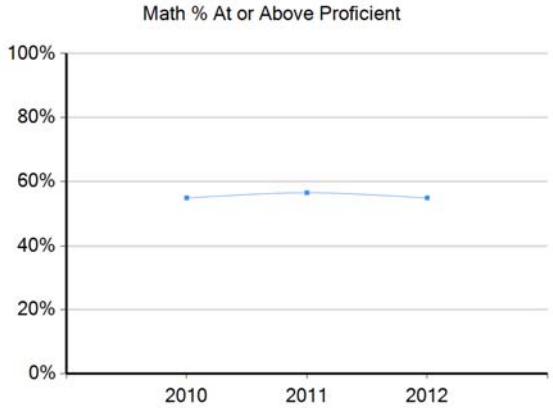


From 3rd to 4th grade, students made inconsistent gains but demonstrated significant growth in 5th grade.

Math

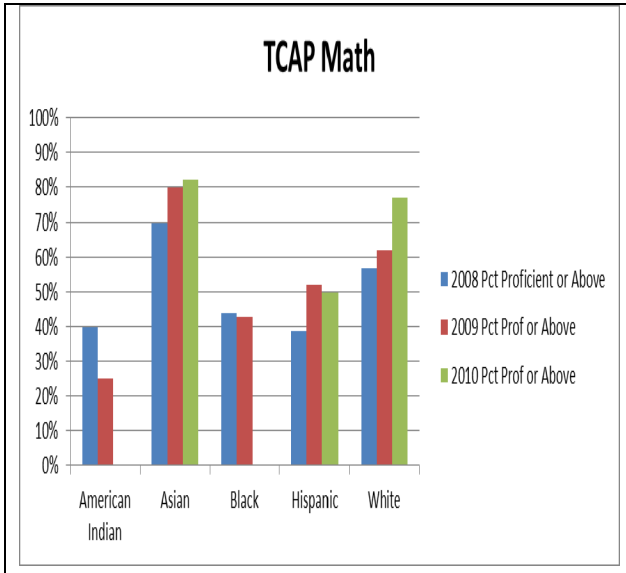
Math TCAP 2012 Continuously Enrolled

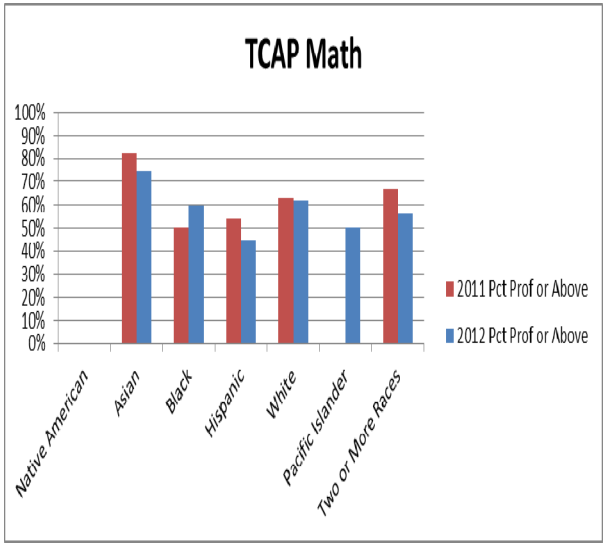
2010 2011 2012



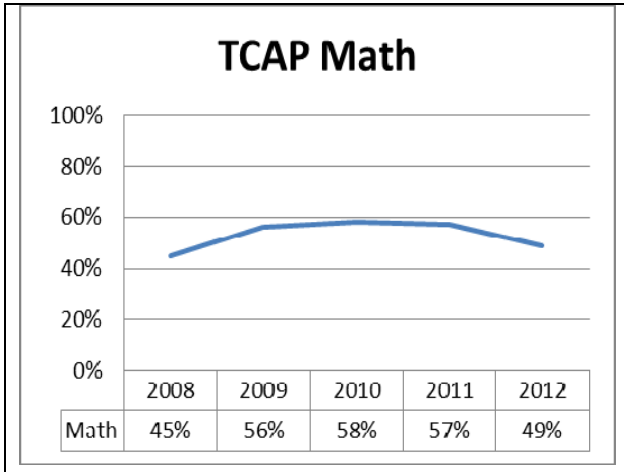
Math 55 % 56 % 55%

The percentage of continuously enrolled students, between 2010-2012, who scored Proficient or above on the Math TCAP, stayed stable over a three-year period, ranging from 55%-56%.

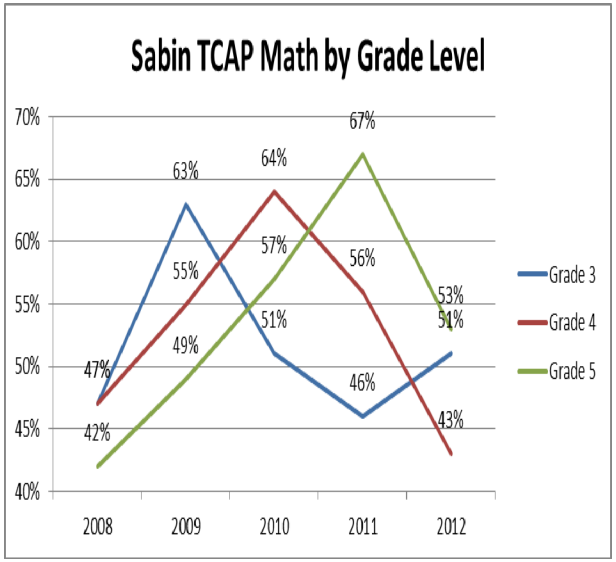




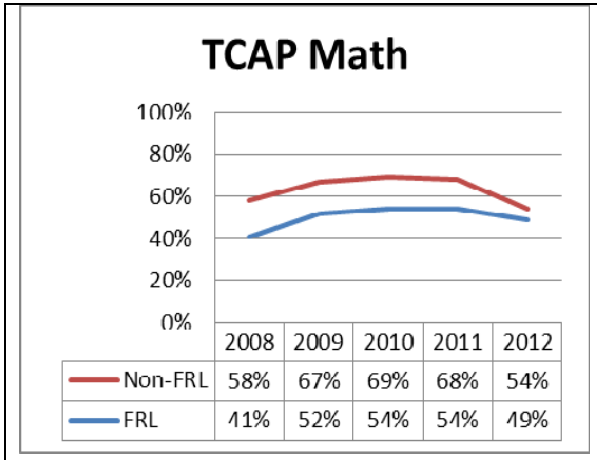
The percentage of students, on the Math TCAP, in the Hispanic cohort, between 2010-2012, increased then decreased, between 45% and 56%.



The percent of the students at or above proficiency in 3rd, 4th, and 5th grade on the math TCAP, from 2008-2012, had a one year increase, three year flat-line, and then a 1 year decrease, the percent proficiency ranged from a low of 45% to a high of 58%.



In writing proficiency on TCAP , 3rd and 5th grade have had significantly higher percent proficiency, as opposed to 4th grade, with gaps that have been more significant than Denver Public School averages.



The percentage of FRL students, scoring at or above proficiency on the Math TCAP, between 2008-2011,increased, flat lined, and then decreased in a range of 5% points. From 2010-2011, the percentage remained the same at 54% and then decreased to 49% in 2012

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.*

Reading

While TCAP overall (Grades 3-5) reading proficiency and above percentage increased from 44% to 55% from 2008 to 2009, since 2009 reading proficiency and above percentage for grades 3-5 have remained flat from 2009 to 2012 and remain well below state expectations.

This priority performance challenge rose to the top as one of our most compelling data trends in reading because Sabin's percent proficient and above has plateaued. The staff wants to investigate and work on breaking that plateau and increasing achievement like we were able to do from 2008 to 2009.

Root Cause: While teachers at Sabin have begun to implement a consistent reading curriculum, the level of implementation and/or fidelity of each of the reading components varies within and across all grade levels.

Writing

In writing proficiency on TCAP by grade level, 3rd and 5th grade have had significantly higher percent proficiency as opposed to 4th grade, with gaps that have been more significant than Denver Public School averages.

This priority performance challenge rose to the top as one of our most compelling data trends in writing. It is concerning that Sabin's students do not demonstrate the same amount of growth from 3rd to 4th grade as they do from 4th to 5th.

Root Cause: While teachers at Sabin have begun to implement a consistent writing curriculum, the level of implementation and/or fidelity to each of the writing components varies

within and across all grade levels.

Math

The percentage of continuously enrolled students at Sabin World Elementary who scored proficient and above between 2010 and 2012 remained flat from 2010-2012 ranging from 55% to 56%.

This priority performance challenge rose to the top as one of our most compelling data trends in math because it is concerning that with the students who remain enrolled at Sabin from 3rd to 5th grade, we are not able to increase the level of proficiency.

Root Cause: In general, teachers have not been teaching and using all the components of the math curriculum with fidelity.

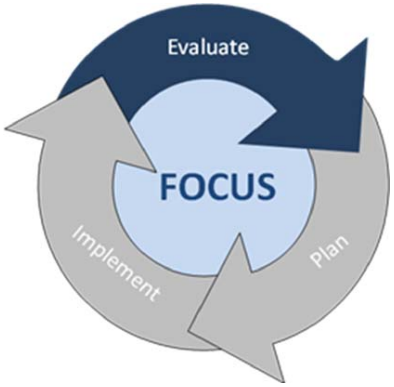
- Math instruction has not been a focus for teacher professional development.
- In general, teachers do not have a clear understanding of the learning trajectory of what skills need to be mastered within and across grade levels.

Verification of Root Cause:

IB Evaluation report will be reviewed to align any commendations or recommendations listed that would support data analysis and verify root cause.

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 2012-13	Annual Performance Targets 2013-14	Interim Measures for 2012-13	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	While TCAP overall (Grades 3-5) reading proficiency and above percentage increased form 44% to 55% from 2008 to 2009, since 2009 reading proficiency and above percentage for grades 3-5 have remained stable from 2009 to 2012 and remain well below state expectations.	Overall reading proficiency (combined grades 3-5) as measured by TCAP will increase from 54% in 2012 to 65% in 2013.	Overall reading proficiency (combined grades 3-5) as measured by TCAP will increase to 71% in 2014.	Interims: The percentage of all students scoring proficient/advanced on the DPS Reading Interim assessment will increase by a minimum of 10 percentage points from the Fall administration to the Spring administration. Fall baseline data: 2nd: 44% 3rd: 47% 4th: 46% 5th: 61% STAR Reports: 72% of students taking the Winter STAR Reading test will be at the 50th percentile or above. Intervention refinement meetings and student intervention placement Data Team SMART Goals	Development of a comprehensive school plan for Oracy instruction through the use of language objectives, functions and forms; and ELA strategies for all of our students, not just ELL's in all content areas. Development of a comprehensive school plan for the continuum of literacy strategies and skills to be taught to students ECE-5.

		M	The percentage of continuously enrolled students at Sabin World Elementary who scored proficient and above between 2010 and 2012 remained stable from 2010-2012 ranging from 55% to 56%.	Overall math proficiency (combined grades 3-5) as measured by TCAP will increase from 49% in 2012 to 67% in 2013.	Overall math proficiency (combined grades 3-5) as measured by TCAP will increase to 72% in 2014.	Interims: The percentage of all students scoring proficient/advanced on the DPS Math Interim assessment will increase by a minimum of 10 percentage points from the Fall administration to the Spring administration. Fall baseline data: 2nd: 67% 3rd: 51% 4th: 56% 5th: 64% Everyday Math RSAs to progress monitor students' progress towards mastery of standards Data Team SMART Goals	Teachers will implement mathematics instruction with fidelity based on professional development focused on mathematics instruction.
		W	In writing proficiency on TCAP by grade level, 3rd and 5th grade have had significantly higher percent proficiency as opposed to 4th grade, with gaps that have been more significant than Denver Public School averages.	Overall writing proficiency (combined grades 3-5) as measured by TCAP will increase from 42% in 2012 to 52% in 2013.	Overall writing proficiency (combined grades 3-5) as measured by TCAP will increase to 55% in 2014.	Interims: The percentage of all students scoring proficient/advanced on the DPS Writing Interim assessment will increase by a minimum of 10 percentage points from the Fall administration to the Spring administration. Fall baseline data:	Development of a comprehensive school plan for Oracy instruction through the use of language objectives, functions and forms; and ELA strategies for all of our students, not just ELL's in all content areas. Development of a comprehensive school

						2nd: 25% 3rd: 39% 4th: 36% 5th: 49% Data Team SMART Goals	plan for the continuum of literacy strategies and skills to be taught to students ECE-5.
		S					
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 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: Development of a comprehensive school plan for Oracy instruction through the use of language objectives, functions and forms; and ELA strategies for all of our students, not just ELL's in all content areas.

Root Cause(s) Addressed: Oral language development has not been implemented consistently across all grade levels, which has an impact on both reading and writing achievement.

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)
CELA assessment specialist will provide professional development for all teachers in understanding what the CELA testing results tell them about what a student knows and is able to do.	October 2010	Teachers CELA Specialist	CELA Specialist, Examples of CELA test and videos	100% of teachers will participate in the professional development. Teachers will have a better understanding of the CELA assessment and the expectations it demands of students to reach proficiency and advanced.	Completed October 2010

Develop comprehensive school plan for Oracy.	December 3, 2010, through February 2011.	Teacher team, administration, Suzie Moore, and Christina Bernal Sati.	English Language Development Student Profile, Language Objectives for English Language Learners, Fifty Strategies for Teaching English Language Learners, Classroom Instruction that Works for English Language Learners, WIDA Standards, Language functions and forms documents from Balanced Literacy for English Language Learners, K-2 by L. Chen and E. Mora-Flores, Gibbons 1991, and IB Primary Years Programme planner.	Distribute Oracy Plan to all teachers February 17, 2011.	Completed February 17, 2011
Provide initial overview Professional development for all teachers on the WIDA Standards and language functions and forms.	Morning PD February 17, 2011; with grade level teams during IB Grade Level meetings February 17, 2011. Progress was made. Continue through the 2012-2013 school year.	Christina Bernal-Sati- ELA Dept., Suzie Moore, teachers, IB Coordinator, Administration.	WIDA Standards. Language functions and forms documents from Balanced Literacy for English Language Learners, K-2 by L. Chen and E. Mora-Flores, Gibbons 1991.	100 percent of teachers will have an initial overview of the WIDA standards, language functions and forms are and copies of the Language Functions and forms.	Completed February 17, 2011
Provide ongoing training for all teachers on the WIDA Standards and Language Functions for incorporation in the IB Programme of Inquiry and all content areas.	February 17, 2011 through spring 2012 Progress was	Christina Bernal-Sati and Helen Butts– ELA Dept., Teachers, IB	WIDA Standards, Language Functions *English Language Learners*	IB PYP Programme of Inquiry, Language Functions posted in all classrooms	On-going Access Training

Provide ELA-S and ELA-E Teachers with the Access Training to administer test	made. Continue through the 2012-2013 school year. Nov.1	Coordinator, Administration We are working with Lisa Masis-Hensley , Director of English Language Acquisition (ELA) Department in DPS to update our plan and ELA compliance. A meeting has been requested for UIP support. The date and the other ELA staff support person our UIP development has not been set.	*at School A Guide for Administrators* By Else Hamayan & Rebecca Freeman Field *Implementing Effective Instruction for English Language Learners 12 Key Practices for Administrators, Teachers, and Leadership Teams* By: Suzanne Wagner & Tamara King		given on Nov. 1st
Teachers will identify Language Functions that support understanding of the Central Idea in each unit of inquiry in the IB PYP Programme of Inquiry.	February 17, 2011 – May 2012	Teachers, IB Coordinator, Administration, ELA Department support We are working with Dr. Barbara Medina, Director of English Language Acquisition (ELA) Department in DPS to update our plan and ELA compliance. A meeting has been requested for UIP support. Rebecca Freeman-Field plans on working with	Oracy Plan	IB PYP Programme of Inquiry planner Box 2 and Box 10. Due to an IBO request, 2012-2013 we will not use box 2 and 10 but will use and addendum to the planner.	Initially completed May 2011. On-going January 2012 it was decided to revisit the Language Functions assigned to each unit to align with Lines of Inquiry

		Sabin with our Oracy Plan			
During data team cycles teachers will identify language objectives and implement ELA strategies in conjunction with skill(s) being measured. Due to the Status of Action Steps that were revisited November 2, 2011, and January 3, 2012, this Action Step has been totally revisited and revised (see Status of Action Steps.)	4-5 times per year during data teams, spring 2011 through May 2012. Spring 2012 – Spring 2013	Teachers, Teacher effectiveness coach, IB Coordinator, ELA Specialist, Administration	Grade Level Data Team Forms and Minutes	Teacher created formative and summative assessments for data cycles ; Data Team Process; strategy effectiveness discussed and adjusted during data team process Because of the change in focus coming out of the November 2, 2011 PD, the new benchmarks are: Teachers will have written Language/content objectives to align with the lines of inquiry for each planner. Consensus was reached on what would be the structure of the language/content objectives.	Revisit during PD with staff on Essential Agreements by November 2, 2011. During this PD issues surfaced and there were misunderstandings between the teachers and Helen Butts from the ELA department. A follow up PD occurred on January 3, 2012, to clarify the criteria to be included in the writing of content/language objectives. The criteria was presented to the staff on 1/5/2012. Consensus was reached regarding the structure (components needing to be included) of language/content objectives. Staff agreed to begin writing the language/content

					objectives for each line of inquiry for each planner. Teachers are also writing language/content objectives in their lesson planning with their grade level teams as per our LEAP school wide (Masterful Content Knowledge) and individual (all teachers are using Academic Language) focui.
Create Essential Agreements regarding the display and use of Language/Content Objectives in each classroom.	Fall 2012-Spring 2013	Teachers, IB Coordinator, Administration		Essential agreement document	On-going
Imagine Learning (IL) software will be used by our ELLs and struggling readers. All Teachers will ensure that the appropriate students are using Imagine Learning in the classroom or computer labs.	November 2010 through May 2011.	Classroom teachers, Tech Para, Tech Teacher	Sabin World Elementary was chosen for the pilot.	Two teachers per grade level, Tech teacher, Tech paraprofessional, M/M teachers, MI teacher and MIS teacher were trained November 17, 2010. Tech para installed software on all teacher computers and in both labs. By January 7, 2011, 167	Updates to IL completed as of September 2011. In the 2011-2012 school year, 265 Sabin students are actively using Imagine Learning for a minimum of 80 minutes a week when it is accessible.

				students will be identified, set up in the system and using this intervention. By December 2012, 265 students will be identified, set up in the system and using this intervention. 2012-2013 225 students will be identified and set up in the Imagine Learning Intervention.	
Teachers and paraprofessionals are highly qualified. HR reviews our teacher's certification and highly qualified status every year. Attract highly qualified teachers: Principal will have "crucial conversations" with staff members regarding their commitment to teaching excellence before creating the 2011-2012 roster. Attend Job Fairs	Fall 2011, Spring and Fall 2011 for conversations	HR Partner, Administration, Teaching staff		We will know our staff is highly qualified by fall 2011. Conversations will be completed after fall adjustment and fall hiring cycle.	This was completed by the end of October 2011.
ELA-S teachers to visit Goldrick to see student grouping in ELA-S /E classrooms.	After TCAP, April 2012	Principal, IB Coordinator, ELA-S teacher at each grade level	Local school budget for guest teachers.	After visiting Goldrick, the ELA-S teachers will share their findings and information with the rest of the teaching staff.	Completed May 2012
Work with the ELA Department regarding TNLI compliance issues and determine impact on UIP	1st Meeting will be on	Principal, IB Coordinator,	Local school budget for guest teachers and ELA	UIP will be revised as needed. Compliance	May 2013

action planning for the different major improvement strategies.	10/23/12 w/Dr. Medina and Lisa Hensley-Macias	teaching staff, and ELA Department staff.	budget as appropriate.	issues will be addressed as recommended.	
Provide a Professional Development for teachers clarifying how to develop Language/Content Objectives (Rolling out TLA trainings)	2012-2013	Language Arts TLAs	DPS TLA CCSS Lang. Arts Roll Out	All classroom teacher will evaluate, reflect on and revise Content/Language Objectives in IB planners	June 2013
Teachers will work on building essential agreements about the current curricula, look at the purpose of the curricula, and modify to support our Oracy Plan and the Programme of Inquiry	On-Going	Teacher Leaders Teachers IB Coordinator	Curriculum Guides CCSS	Google Survey Final Written Essential Agreements	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: Development of a comprehensive school plan for the continuum of literacy strategies and skills to be taught to students ECE-5.
Root Cause(s) Addressed: Sabin World School does not have consistent implementation of a school wide literacy continuum. We have not been implementing all the components of a balanced literacy program (Fountas and Pinnell Continuum, Writing Alive , Leveled Literacy Intervention, Words their Way, Daily Literacy Instruction) with fidelity and consistency within and across grade levels.

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)
Use Fountas and Pinnell The Continuum of Literacy Learning to bridge existing scope and sequence with grade levels, structures for teaching and assessments to drive our instruction for implementation of literacy strategies and skills for ECE-5th grade. Sabin teachers will have a common understanding around the following structures of the workshop model: Guided Reading Whole Group lessons, Word Work deciding at which grade level which skills will be modeled, introduced, guided practice, and independent practice.	Oct. 2011-May-2012	All teaching staff and administration. PD will be facilitated by the administration and teacher leaders.	Fountas and Pinnell The Continuum of Literacy of Learning, State Title I dollars	100% teachers and administration will participate in the development of the scope and sequence document of literacy strategies and skills during professional development.	In Progress A follow up PD occurred on January 3, 2012, to clarify the Essential Agreements around the use of the Continuum. The Essential Agreements were presented to the staff on 1/5/2012 and further discussion and diving into the Continuum is planned for 1/19 and 1/26/2012 PD sessions.
Teachers will implement literacy strategies and skills for ECE-5th grade from the Continuum of Literacy Learning.	Oct. 2011-May 2012	All teaching staff and administration. PD will be facilitated and teacher leaders.	Fountas and Pinnell *The Continuum of Literacy of Learning*	Teacher observations through LEAP and the reading of the teachers' guided reading lesson plans	Continuum overview and use occurred during the 1/19 and 1/26/2012 PD sessions. The

					staff came to consensus that the identification at which grade level skills would be modeled, introduced, guided or independent was not needed because the Continuum has it all included. Instead 4 teachers presented to the rest of the staff how to use the Continuum for skill and strategy identification to drive small group instruction. (See last Action Plan step.)
Consistent identification of students and implementation of interventions. (including special education and Tier II and Tier III) • Intervention refinement meetings • Data Team Meetings • Analyzing Susan Hall, Voyager data	Oct. 2011-May-2012	All teaching, administration and paraprofessional staff	State Title I dollars and Local School budget	100% teachers and administration will participate in the development of a unified plan for identification of students and consistent implementation of appropriate interventions.	In Progress Tier II and Tier III students and their interventions are identified. Teachers are overseeing the implementation and progress monitoring. The 1st Intervention refinement meeting is planned for 2/1/2012

Mild Moderate Teachers and general education teachers who want to will participate in the southwest area SPED menu of trainings to increase their skills and knowledge in the acquisition of reading. Training emails are sent to all teachers.	Nov. 2011-May 2012	Mild Moderate teachers and all general education teachers that are interested	Denver Public Schools, Student Services	Mild Moderate teachers and teachers that are interested	In Progress
Use The Daily Five : Fostering Literacy Independence in the Elementary Grades By: Gail Boushey and Joan Moser This action step has been expanded to all grade levels (Kinder-5th)	Oct. 2011-May 2013	Kinder – 5th Grade teachers	Local School Budget, State Title I dollars	Third, Fourth and Fifth Grade teachers will participate in viewing a videoed 90 minutes reader's workshop and discuss implementing in all intermediate grade levels. Leadership observations.	In Progress
Use of Functions and Forms will be implemented in literacy block based on the language/content objectives being written into the IB planners.	Oct. 2011-Fall 2012 Extended to May 2013	All teaching and administration staff	IB Planners	All grade levels will add functions and forms to their planners and then correlate them into the literacy block	In Progress
Teachers will work in grade level teams and in vertical teams to identify specific skills and strategies students should know and be able to do within each grade level to enable teachers to plan small group instruction/differentiation appropriately. This action step will continue through May of 2013.	Spring and Fall 2012	All teaching and administration staff	Fountas and Pinnell Literacy Continuum	Teachers will highlight in the Continuum strategies and skills by level (A-Z) for their grade level. This information will be shared during vertical team meetings.	In Progress
Work with teachers to align CCSS with POI	On-going	Teachers & IB Coordinators	CCSS and POI and DPS TLA Roll-out Exit Slip Qualitative Data gathered on Structure of Knowledge PD from Teachers	Google Survey will be completed on October 24th on Curriculum Implementation	In-Progress

Teachers will work on building essential agreements about the current curricula, look at the purpose of the curricula, and modify to support our Oracy Plan and the Programme of Inquiry	On-Going	Teacher Leaders Teachers IB Coordinator	Curriculum Guides CCSS	Google Survey Final Written Essential Agreements	In-Progress

Major Improvement Strategy #3: Teachers will implement mathematics instruction with fidelity based on professional development focused on mathematics instruction.
Root Cause(s) Addressed: Teachers have not been provided professional development on how to teach Everyday Mathematics effectively.

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)
Review plan for progress monitoring students in mathematics instruction and assessment requirements for Everyday Math Instruction. Recognizing Student Achievement (RSA).	November 2012	Teacher Teacher Leaders Admin IB Coordinator	Everyday Math	Math Interims, End of unit tests, RSA results, CBM progress monitoring, Adm. observation of math implementation	On-Going
Set essential agreements on exactly what components of the Everyday Math curriculum should be implemented.	PD conversations October 17th & 24th	Teachers Teacher Leaders Admin IB Coordinator	Everyday Math CCSS IB planners	Math Interims, End of unit tests, RSA results, CBM progress monitoring, Adm. observation of math implementation	On-Going
Set time requirements for Everyday Math Instructional time at each grade level.	PD conversations October 17th & 24th	Teachers Teacher Leaders Admin IB Coordinator	Everyday Math CCSS IB planners	Math Interims, End of unit tests, RSA results, CBM progress monitoring, Adm. observation of math implementation	On-Going
Meet with parents to review the why behind Everyday Math implementation and focus algorithms used in Everyday Math.	Math Night for Primary and Intermediate grade level dates yet to be determine	Teachers Teacher Leaders Admin IB Coordinator	Everyday Math CCSS IB planners	Evaluation of parent math night, parent teacher conferences	On-Going

During data teams create SMART goal cycle around math.	2012-2014 ongoing with use of Status Trackers	Teachers Teacher Leaders Admin	Math testing data, CCSS EDM	Data team formative and summative data	On-Going
Identify classrooms where Everyday Math is implemented with fidelity and use this as leverage for working with fellow teachers either in learning lab, classroom visits and 360 camera use.	2012-2014	Teachers Teacher Leaders Admin	360 camera, Reflection form from MET project, observations	Math Interims, End of unit tests, RSA results, CBM progress monitoring, Adm. observation of math implementation	On-Going
Ensure that all teachers have all the resources necessary to implement Everyday Math with fidelity.	Order sheet will be created and teachers will identify needs by the end of PD on Oct. 24th	Teachers Teacher Leaders Admin	EDM resources	Math Interims, End of unit tests, RSA results, CBM progress monitoring, Adm. observation of math implementation	On-Going
Teachers understand the how to use math manipulatives.	PD as requested and through information gathered on teachers observations	Teachers Teacher Leaders Admin	EDM manipulatives	Math Interims, End of unit tests, RSA results, CBM progress monitoring, Adm. observation of math implementation	On-Going
Teachers will review learning trajectory and Everyday Math goals and align these with CCSS Math learning through Teacher Leader Academy teachers.	Initiated on the 17th and 24th October and will continue as needed through 2012-2014	Teachers Teacher Leaders Admin	EDM, CCSS	Math Interims, End of unit tests, RSA results, CBM progress monitoring, Adm. observation of math implementation	On-Going
Work with teachers to align CCSS with POI	On-going	Teacher Teacher Leaders	CCSS and POI and DPS TLA Roll-out	Google Survey will be completed on October	On-Going

		Admin IB Coordinator	Exit Slip Qualitative Data gathered on Structure of Knowledge PD from Teachers	24th on Curriculum Implementation	
Teachers will work on building essential agreements about the current curricula, look at the purpose of the curricula, and modify to support our Oracy Plan and the Programme of Inquiry	On-Going	Teacher Leaders Teachers IB Coordinator	Curriculum Guides CCSS	Google Survey Final Written Essential Agreements	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)

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. 5)	This is delineated in full on page 19 within the Data Narrative.
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 5) and Section IV. Action Plan (p. 32)	*The comprehensive needs begin in the Data Narrative on page 5 and run through page 20. On Page 20 the use of Title I funds are described. As stated on page 19 the Title I funds pay for 2.5 teachers and general education paraprofessionals that support student achievement through a push-in intervention model during the literacy block at each grade level. In the Action Plan beginning on page 29 and running to page 45, under Resources when teachers and/or paraprofessionals are mentioned, 2.5 of the teachers and the general education paraprofessionals are paid for with Title I funds..*
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)	*The major improvement strategies begin on page 33 of the Action plan and end on page 46.*
All core content teachers are highly qualified.	☐X Yes ☐ No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 32)	All teachers are recruited through a rigorous screening and interview process and retained through the emphasis on Professional Development, training and the providing of resources needed to do their jobs

			to increase student achievement as delineated in the Action Plan pages 33-46.

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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 student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	Through the Action Planning steps that support each Major Improvement Strategy and its Root Cause as delineated in the Action Planning section pages 32-43.
The school's Parent Involvement Policy (including the Parent Compact) is attached.	☐X Yes ☐ No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	As stated in the Action Planning section pages 32-43, through the Professional Development, training and resources provided for teachers; through Data Teams and through International Baccalaureate grade level and vertical team meeting.
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	Through test scores on Interims, Star and Early Literacy testing, Everyday Math testing, DRA2 and ELD2 testing, TCAP testing and sharing those results with the Collaborative School Committee and staff (see Data Narrative beginning on page 7).
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	*See the Action Plan section under the resource column pages 32-43.*

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SABIN WORLD ELEMENTARY SCHOOL

Parent-Student-Teacher-Administrator Compact

2012-2013 School Year

Student Responsibilities:

- Be responsible for your own learning and education.
- Set high expectations for yourself.
- Come to class on-time everyday.
- Be organized and prepared for class.
- Become an active learner.
- Listen and participate in class.
- Ask questions and seek help when you need it.
- Complete all classroom and homework assignments on time.
- Challenge yourself academically.
- Model the International Baccalaureate Primary Years Programme Learner Profile.

Parent / Guardian Responsibilities:

- Be involved in your student's education at school and at home.
- Come to parent meetings, Back to School Nights, Parent/Teacher Conferences, and school activities.
- Have a quiet place in your home for your child to read and do homework.
- Help your child with their homework.
- Know what is happening at school and in the classroom.
- Talk to your child's teacher often and ask how your child is doing in school.
- Volunteer within the school
- Make sure your child understands that teachers and all adults must be respected.
- Have high expectations for your student.
- Ensure your student is punctual and attends school everyday.
- Know the school rules and make sure your student abides by the rules.
- Continuously provide structure and routine for your child.
- Praise, encourage and reward your student often.
- Show and tell your children that you really care about them and their education.
- Read daily WITH your children and TALK about what you have read.
- Get to know the teachers.
- Be responsive to the teacher's concerns about discipline and learning.
- Be a positive role model.
- Model the International Baccalaureate Primary Years Programme Learner Profile.
- Become involved in the Collaborative School Committee, PTSA, or other committees that interest you.

Teacher and Support Staff Responsibilities:

- Encourage and motivate all students to achieve their full potential.
- Set high expectations for all students.
- Implement a challenging and relevant curriculum.
- Teach to the different learning styles of the students.
- Get to know the students personally.
- Communicate frequently with students, parents, colleagues and community.
- Be available to students outside of class.
- Model the International Baccalaureate Primary Years Programme Learner Profile.

Administrator Responsibilities:

- Set high expectations for staff, students and parents.
- Ensure a challenging, interactive and relevant curriculum that is implemented with fidelity.
- Implement quality programs that will increase the academic achievement of all students.
- Ensure and maintain a positive and safe school environment.
- Commit to recruit, retain, train and develop highly qualified staff through coaching and the development of a strong Professional Learning Community.
- Provide quality technology, materials and supplies for students and teachers.
- Strengthen the role of teachers, staff, students and parents in the decision-making process of the school through collaboration.
- Communicate frequently with teachers, students, parents, and community members.
- Praise teachers, students, staff and parents. Celebrate their accomplishments.
- Have parent workshops and meetings to inform parents about what students are learning and how parents can help students at home.
- Model the International Baccalaureate Primary Years Programme Learner Profile
- Get to know the students and families personally.
- Facilitate problem-solving and conflict resolution with parents, students and teachers.
- Ensure proper stewardship of finances and resources for the school.

_____ _____

Student Signature Teacher Signature

_____ _____

Parent /Guardian Signature Administrator Signature