

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 7578 School Name: SAMUELS ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	71.65%	-	-	53.21%	-	-	Overall Rating for Academic Achievement: <b>Approaching</b> * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	52.53%	-	-	
		W	53.52%	-	-	36.87%	-	-	
		S	47.53%	-	-	24.32%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: <b>Meets</b> * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	47	-	-	52	-	-	
		M	65	-	-	58	-	-	
		W	58	-	-	57	-	-	
ELP	38	-	-	47	-	-			

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

Accountability Status and Requirements for Improvement Plan

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

**Section II: Improvement Plan Information**

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

**Additional Information about the School**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

**Improvement Plan Information**

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

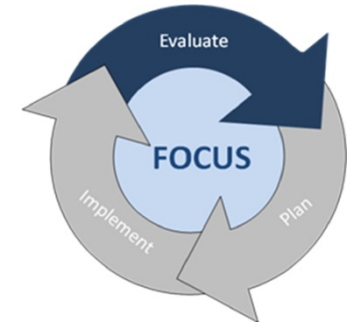
- State Accountability     
  Title IA (Targeted Assistance or Schoolwide)     
  Title I Focus School     
  Tiered Intervention Grant (TIG)  
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant     
  Other: \_\_\_\_\_

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Mikel Royal, Principal
	Email	<a href="mailto:Mikel_royal@dpsk12.org">Mikel_royal@dpsk12.org</a>
	Phone	720-424-4452
	Mailing Address	Samuels Elementary 3985 S. Vincennes Court, Denver, Colorado 80237
2	Name and Title	Anne Larkin, Assistant Principal
	Email	<a href="mailto:Anne_larkin@dpsk12.org">Anne_larkin@dpsk12.org</a>
	Phone	720-424-4454
	Mailing Address	Samuels Elementary 3985 S. Vincennes Court, Denver, Colorado 80237

Name and Title	Valecia Hopper, Principal Resident
Email	Valecia_hopper@dpsk12.org
Phone	720-424-4457
Mailing Address	Samuels Elementary 3985 S. Vincennes Court, Denver, Colorado 80237

**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.



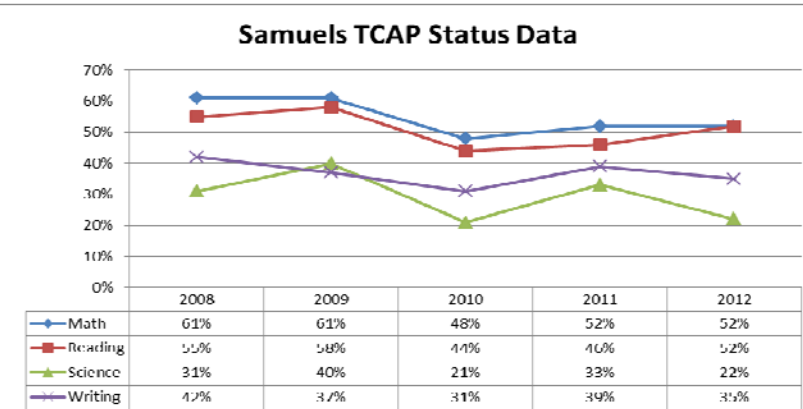
**Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets**

**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)	Overall performance target increase from 46% to 53% P/A in Reading.	Target not met. Reading performance was 52%, -0.5 points below.	Action steps that were identified in the 11/12 UIP were not fully implemented. Teachers shared concerns about implementing curriculum, working in data teams, common grade level planning, and the implementation of the RTI block with fidelity and consistency across the school.
	Overall performance target increase from 39% to 42% P/A in Writing.	Target not met. Writing performance was 35%, -7.1 points below.	
Academic Growth			
Academic Growth Gaps			
Post Secondary Readiness			

**Worksheet #2: Data Analysis**

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
Academic Achievement (Status)	<p style="text-align: center;"><b>Samuels TCAP Status Data</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>61%</td> <td>61%</td> <td>48%</td> <td>52%</td> <td>52%</td> </tr> <tr> <td>Reading</td> <td>55%</td> <td>58%</td> <td>44%</td> <td>46%</td> <td>52%</td> </tr> <tr> <td>Science</td> <td>31%</td> <td>40%</td> <td>21%</td> <td>33%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>37%</td> <td>31%</td> <td>39%</td> <td>35%</td> </tr> </tbody> </table> <p>Math performance decreased from 61% in 2008 and 2009 to 48% in 2010, increased to 52% in 2011, but remained flat at 52% in 2012 which is 19 percentage points below the state expectation.</p> <p>Reading performance decreased from 58% in 2009 to 44% in 2010, but has increased to 52% in 2012. Performance is still 20 percentage points below the state expectation.</p> <p>Writing performance decreased from 2008 to 2010, increased in 2011, and then increased again in 2012. The current performance level of 35% is 19 percentage points below the state expectation.</p> <p>Science performance decreased from 2009 to 2010, increased in 2011, and then</p>		2008	2009	2010	2011	2012	Math	61%	61%	48%	52%	52%	Reading	55%	58%	44%	46%	52%	Science	31%	40%	21%	33%	22%	Writing	42%	37%	31%	39%	35%	<p>Samuels has performance below state expectations on TCAP by 19 percentage points in Math, 20 percentage points in Reading, 19 percentage points in writing, and 26 percentage points in Science.</p>	<p>Staff have not consistently implemented common grade level planning, vertical team planning, and the data team cycles to track student progress and adjust instruction accordingly.</p>
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	<p>decreased in 2012. The current performance level of 22% is 26 percentage points below the state expectation.</p> <div data-bbox="415 423 856 651"> <p><b>TCAP Reading</b></p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Non-ELL</td> <td>62%</td> <td>71%</td> <td>57%</td> <td>60%</td> <td>66%</td> </tr> <tr> <td>ELL</td> <td>46%</td> <td>40%</td> <td>32%</td> <td>29%</td> <td>38%</td> </tr> </tbody> </table> </div> <p>For the past three years, English language learners scored 25, 31, and 28 percentage points lower in Reading than those who are not English language learners.</p> <div data-bbox="415 743 856 971"> <p><b>TCAP Reading</b></p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Non-FRL</td> <td>80%</td> <td>77%</td> <td>62%</td> <td>74%</td> <td>82%</td> </tr> <tr> <td>FRL</td> <td>43%</td> <td>51%</td> <td>39%</td> <td>38%</td> <td>43%</td> </tr> </tbody> </table> </div> <p>For the past three years, students who receive Free and Reduced lunch scored 23, 36, and 39 percentage points lower in Reading when compared to non-FRL students.</p> <div data-bbox="415 1063 926 1291"> <p><b>TCAP Reading</b></p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>State SPED</td> <td>24%</td> <td>24%</td> <td>22%</td> <td>21%</td> <td>22%</td> </tr> <tr> <td>School SPED</td> <td>10%</td> <td>25%</td> <td>11%</td> <td>21%</td> <td>14%</td> </tr> </tbody> </table> </div> <p>Students who receive special education services when compared to state expectations have scored 11, 0, and 8 percentage points lower in Reading over the last three years.</p>		2008	2009	2010	2011	2012	Non-ELL	62%	71%	57%	60%	66%	ELL	46%	40%	32%	29%	38%		2008	2009	2010	2011	2012	Non-FRL	80%	77%	62%	74%	82%	FRL	43%	51%	39%	38%	43%		2008	2009	2010	2011	2012	State SPED	24%	24%	22%	21%	22%	School SPED	10%	25%	11%	21%	14%		
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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			

**Data Narrative for School**

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

**Data Narrative for School**

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

**Description of School and Process for Data Analysis**

Samuels Elementary sits on a grassy hill in southeast Denver. The school was built in 1973 to serve the ever growing Hutchinson Hills neighborhood. Samuels Elementary now serves a very diverse population of students that includes 265 Hispanic students, 57 Asian students, 124 Black or African American students, and 115 White students. The total student population is 578 students. The current Free and Reduced Lunch status is at 78%. Given the highly diverse population and significant needs of our families, Samuels strives to meet the current needs of its population. Samuels currently has 33 members among its teaching staff along with the support of technology and library personnel. The school also has 21 paraprofessionals to support students individually or in small groups. The principal, assistant principal, and principal resident also support the educational needs of the school and facilitated the writing of the UIP. Samuels has a very active PTA and significant parent participation that supports the school community.

**Review Current Performance**

On September 19, 2012 the School Leadership Team, convened to review last year's targets. Our results are as follows:

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)	Overall performance target increase from 46% to 53% P/A in Reading.	Target not met. Reading performance was 52%, - 0.5 points below.	Action steps that were identified in the 11.12 UIP were not fully implemented. Teachers shared concerns about implementing curriculum, working in data teams, common grade level planning, and the implementation of the RtI block with fidelity and consistency across the school.
	Overall performance target increase from 39% to 42% P/A in Writing.	Target not met. Writing performance was 35%, -7.1 points below.	

We captured our conversation as we discussed last year's targets and action steps identified in the 11.12 UIP, in order, to reflect on our progress.

- Increased communication among all teachers
- Increased collaboration within grade level and vertical teams.
- Structured time for collaboration.
- Consistent data team meetings.
- Teachers given the ability to access intervention materials.
- Support to teach basic reading skills for ELL students.
- Aligned DPS Writing Planning guide to Writing Alive.
- Implemented the DPS Literacy Planning guides with fidelity.

**Trends Analysis**

On October 10, 2012, the whole staff convened to examine SPF and TCAP status and growth reports across content areas and subgroups that fell in the "Does Not Meet" category according to the SPF.

CDE Ratings	2011-2012	2012-2013
Status*	Approaching	Approaching
Growth	Meets	Meets
Growth Gaps	Meets	Meets

DPS SPF Ratings	2010-2011	2011-2012
Status	Approaching	Meets
Growth	Meets	Meets

2. Student Achievement Level Status	SPF2012 Points for 2011-2012 Data			SPF2012 Points for 2010-2011 Data			SPF2012 Overall Score			Stoplight
	Earned Points	Possible Points	% of Points Earned	Earned Points	Possible Points	% of Points Earned	Earned Points	Possible Points	% of Points Earned	
<b>Total</b>	19	35	54%	21	35	60%	18	35	51%	Meets
<a href="#">2.1a CSAP/TCAP Prof/Above-Reading</a>	2	2		1	2		1	2		Approaching
<a href="#">2.1b CSAP/TCAP Prof/Above-Math</a>	2	2		2	2		2	2		Meets
<a href="#">2.1c CSAP/TCAP Prof/Above-Writing</a>	1	2		1	2		1	2		Approaching
<a href="#">2.1d CSAP/TCAP Prof/Above-Science</a>	1	2		2	2		1	2		Approaching
<a href="#">2.2a CSAP/TCAP Prof/Above Similar Schools-Reading</a>	2	3		2	3		2	3		Meets
<a href="#">2.2b CSAP/TCAP Prof/Above Similar Schools-Math</a>	2	3		2	3		2	3		Meets
<a href="#">2.2c CSAP/TCAP Prof/Above Similar Schools-Writing</a>	2	3		2	3		2	3		Meets
<a href="#">2.2d CSAP/TCAP Prof/Above Similar Schools-Science</a>	2	3		3	3		2	3		Meets
<a href="#">2.3a ELL Subgroup Status</a>	0	2		0	2		0	2		Does Not Meet
<a href="#">2.3b FRL Subgroup Status</a>	0	2		1	2		0	2		Does Not Meet
<a href="#">2.3c Minority Subgroup Status</a>	0	2		0	2		0	2		Does Not Meet
<a href="#">2.4 Students with Disabilities Subgroup Status Comp</a>	0	2		0	2		0	2		Does Not Meet
<a href="#">2.5 CSAP/TCAP % Advanced</a>	1	2		1	2		1	2		Approaching
<a href="#">2.6 CELA % At Level 5</a>	2	3		3	3		2	3		Meets
<a href="#">2.7 DBA</a>	2	2		1	2		2	2		Meets

**We noted the following trends:**

Academic Achievement (Status):

- Math performance decreased from 61% in 2008 and 2009 to 48% in 2010, increased to 52% in 2011, but remained flat at 52% in 2012 which is 19 percentage points below the state expectation.
- Reading performance decreased from 58% in 2009 to 44% in 2010, but has increased to 52% in 2012. Performance is still 20 percentage points below the state expectation.
- Writing performance decreased from 2008 to 2010, increased in 2011, and then increased again in 2012. The current performance level of 35% is 19 percentage points below the state expectation.
- Science performance decreased from 2009 to 2010, increased in 2011, and then decreased in 2012. The current performance level of 22% is 26 percentage points below the state expectation.
- For the past three years, English language learners scored 25, 31, and 28 percentage points lower in Reading than those who are not English language learners.
- For the past three years, students who receive Free and Reduced lunch scored 23, 36, and 39 percentage points lower in Reading when compared to non-FRL students.
- Students who receive special education services when compared to state expectations have scored 11, 0, and 8 percentage points lower in Reading over the last three years.
- For the past three years, English language learners scored 20, 26, and 10 percentage points lower in Writing than those who are not English language learners.
- For the past three years, students who receive Free and Reduced lunch scored 20, 35, and 34 percentage points lower in Writing when compared to non-FRL students.

Academic Growth:

- The MGP in Reading decreased from 58.5 to 47 from 2008 to 2009, increased to 57.5 in 2011, and then decreased to 52 in 2012 remaining above the district expectation of 50.
- The MGP in Writing decreased from 60.5 in 2008 to 51 in 2010, increased to 65 in 2011, but decreased to 57 in 2012 still remaining above the district expectation of 50.
- The MGP in Math has decreased for 60 in 2009 to 57.5 in 2012 remaining above the district expectation of 50.

Academic Growth Gaps:

- The MGP for the Minority focus group has increased in Math, Reading, and Writing from 2010 to 2012 and is meeting the district expectation of 50 in all content areas.
- The MGP for the ELL focus group decreased from 2011 to 2012 in Math, but increased from 2010 to 2012 in Reading and Writing. All content areas are meeting the district expectation of 50.
- The MGP for the FRL focus group increased from 2010 to 2011, but decreased in 2012 in Reading, Writing, and Math. The MGP in 2012 for all 3 content areas is above the district expectation of 50.

**Priority Performance Challenges**

On September 12, 2012, the School Leadership Team (SLT) examined a visual representation of our trends data across content areas and subgroups.

Priority Performance Challenge was identified as: Samuels has performance below state expectations on TCAP by 19 percentage points in Math, 20 percentage points in Reading, 19 percentage points in writing, and 26 percentage points in Science.

## Root Cause Analysis

Root cause analysis was conducted as a two-part conversation. Part I involved the entire school staff on October 10, 2012 at which time the staff revisited the If/Then statement created by teacher leaders on July 25, 2012.

- *If, collaborative planning is more consistent, structured, focused, and relevant then, teachers will effectively utilize the RtI process and consistently follow the data team cycle, in order, to identify struggling students, while aligning curriculum and instruction to incorporate the CCSS and shifts in ELD.*

We presented the Priority Performance Challenge and generated all possible explanations. We then removed explanations that we could not control or were not supported by data. We consolidated and named the remaining explanations. Some of the possible root causes we generated were as follows:

- Lack of communication among grade level, ESL, SPED, and Intervention teachers as identified by the school leadership team.
- Data teams were not implemented effectively as identified by leadership team, staff, and school leadership team.
- Grade level teams did not utilize grade level planning to effectively meet the needs of their students as identified by TLA's, and school leadership team.
- Insufficient data analysis, progress monitoring, and ability to develop differentiated instructional strategies based on this data
- Insufficient teacher and student awareness of the continuum of the curricula and writing expectations across the grades including rubrics and non-negotiables for use of conventions
- Inconsistent guided Reading Practices and Professional Development

We then agreed on the following as our Root Cause statement: Staff have not consistently implemented common grade level planning, vertical team planning, and the data team cycles to track student progress and adjust instruction accordingly.

## ONGOING

### Interim Measures

Samuels teachers will review STAR data within the six week data team cycle along with formative assessments to ensure students are progressing to the goal. Interim data will be used as it is available throughout the year to continue to drive instruction and guide informed decision making about students' needs within the Eagle Time block. We will utilize other classroom assessments such as Everyday Math unit assessments and Writing Alive rubrics to support instructional needs of students. At a minimum, Samuels teachers will review the data at the following points in the year based on availability of results:

- January: STAR, Math Interim, Reading Interim (optional), CBLA data, additional informal data
- April: CELA, additional informal data
- May: third grade TCAP, STAR, Math Interim, Reading Interim, Writing interim, CBLA data, additional informal data.



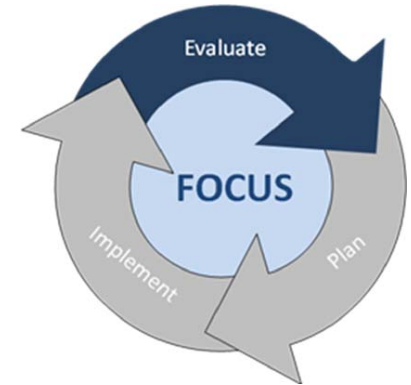
## Section IV: Action Plan(s)

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

### School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
			2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Samuels has performance below state expectations on TCAP by 20 percentage points in Reading.	Overall performance target increase from 52% to 59% P/A in Reading.	Overall performance target increase from 59% to 66% P/A in Reading.	Performance on the Star Assessment will improve from the fall administration to the spring administration by increasing the percentage of students scoring proficient or advanced at each grade level. K- Early Literacy (66 students) 70% to 80% 1-Early Literacy (55 students) 82% to 85 % 2-Early Literacy (11 students) 55% to 65 % 2-Star Reading (27 students) 78% to 80% 3-Early Literacy ( 6 students) 0% to 100% 3-Star Reading (42 students) 67% to 70% 4-Star Reading (57 students) 58% to 65% 5-Star Reading (63 students) 67% to 73%
		M	Samuels has performance below state expectations on TCAP by 19 percentage points in Math.	Overall performance target increase from 52% to 63% P/A in Math.	Overall performance target increase from 63% to 69% P/A in Math.	

						4-36.6% to 63%	
		W	Samuels has performance below state expectations on TCAP 19 percentage points in writing.	Overall performance target increase from 35% to 46% P/A in Writing.	Overall performance target increase from 46% to 50% P/A in Writing.	Performance on the DPS Writing Interim will improve from the fall administration to the spring administration by increasing the percentage of students scoring proficient or advanced at each grade level. K-NS 1-NS 2-11% to 46% 3-32.7% to 46% 4-9.7% to 46% 5-41.7% to 46%	
		S	Samuels has performance below state expectations on TCAP by 26 percentage points in Science.	Overall performance target increase from 22% to 47% P/A in Science.	Overall performance target increase from 47% to 53% P/A in Science.		
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.

**Priority Performance Challenge:** Samuels has performance below state expectations on TCAP by 19 percentage points in Math, 20 percentage points in Reading, 19 percentage points in writing, and 26 percentage points in Science.

**Root Cause(s) Addressed:** Staff have not consistently implemented common grade level planning, vertical team planning, and the data team cycles to track student progress and adjust instruction accordingly.

**Major Improvement Strategy #1:** Data team process will be implemented weekly by all grade teams in order to monitor student progress and for teachers to identify daily/weekly/ and monthly content language objectives and essential learning goals related to CCSS and current units of study.

**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)
Teachers and school leaders will define student mastery for CCSS and CLO's, through the use of formative assessments (progress monitoring), as they relate to the study of Main Idea and units of study within the literacy planning guides for reading and Writing Alive curriculum while incorporating this across the different content areas including math and science.	Ongoing through 2012-13 and 2013-2014	Teachers, school leaders, and TEC.	School funds	Documentation of weekly meetings. Classroom observation to document use of CLOs and writing across content areas.	In progress
Data team process will be implemented weekly by all grade teams in order to monitor student progress and for teachers to identify daily/weekly/ and monthly content language objectives and essential	Ongoing through 2012-13 and 2013-2014	Teachers, school leaders, and TEC.	School funds	Principal and/or AP attendance and/or review of data team minutes Classroom observation to	In progress

learning goals related to CCSS and current units of study.				document use and understanding of formative assessments to differentiate instruction.	
School leaders will also facilitate 1:1 data conversations as part of LEAP and identify instructional shifts based on summative student data.	Ongoing through 2012-13 and 2013-2014. January 7, 2013	Teachers and school leaders.	School funds	LEAP Observations and follow-up conversations. Observe use of STAR, TCAP, and interim assessments to shape classroom instruction.	In progress
PDU created using the book "Integrating, Differentiated Instruction and Understanding by Design.	November 28, 2012 <b>January 8<sup>th</sup></b> , 29th <b>February:</b> 12th, 26th <b>March:</b> 12th <b>April:</b> 2 <sup>nd</sup> , 23rd 2013	TEC, Teachers, and School leadership team.	School funds	PDU Design and teacher participation. Exit slips and feedback from book study.	In progress
Weekly walk throughs by school leadership team to identify CLO's used during instruction.	Ongoing through 2012-13 and 2013-2014	School leadership team.	School funds	Evidence of formal and informal feedback provided to teachers.	In progress
Implementation of lesson study through Developmental research study.	January 10 & 11, February 5 & 6, April 2 & 3, April 22 & 23 2013	Teachers, TEC, and School leadership.	School funds	Informal feedback, observation of increased communication during grade level planning and reflective conversations about lesson	In progress

Lesson Planning Coach to provide additional support for teachers, paraprofessionals, and other staff members that will support common grade level team planning, the data team process, and the backwards design process as the work relates to the UIP and incorporating the CCSS.	Will begin and be ongoing during the 13.14 school year.	School leadership team and all staff members.	School Funds	Documentation of weekly meetings with teachers Classroom observation to document use of CLOs and the use of CCSS shifts. Student data aligned with data team process.	In progress
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\* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

## 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 (Require

**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)	The CSC reviewed the 11.12 school year's UIP and targets that were not met. The CSC will continue to review and approve the current UIP in draft stage and provide feedback on priority performance challenges and major improvement strategies. Goal's for the 12.13 school year will be shared at monthly parent meetings as well as shared on the school website.
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)	<i>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.</i> Narrative, Pages 13-16
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)	<i>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.</i> Action Plan, pages 20 and 21
All core content teachers are highly qualified.	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	The principal and principal resident work with Human Resources to attract and maintain highly qualified teachers and will attend job fairs as needed, and continue the new teacher mentoring program.

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)	Information related to root cause and major improvement strategies have been shared with staff, and through the work of the SLT action steps and professional development opportunities were identified.
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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)	Kindergarten teachers and ECE teachers will meet in May to discuss strengths and weaknesses of students moving into kindergarten. Kindergarten teachers and ECE teachers will provide a time for students to visit kindergarten classes and develop a familiarity with kindergarten classrooms. Kindergarten teachers and ECE teachers will provide a time for parents and students to meet and greet teachers and to develop a familiarity with classrooms.
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)	Review of action steps and student data to identify if the major improvement strategy eliminated the root cause. Parents will be given the data and the targets that were set.
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	<p><i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i></p> <p>Action Plan, pages 20 and 21</p>



# Samuels Elementary School

## Student / Teacher / Parent/Guardian Compact

2012 – 2013 School Year

### Parent/Guardian Agreement

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain Proper discipline.
- Establish a time for homework and review it regularly.
- Encourage my child's efforts and be available for questions.
- Stay aware of what my child is learning.
- Read with my child and let my child read to me.
- Attend Parent/Teacher conferences.
- Communicate with school staff about their child's academic progress and social emotional needs.

### Student Agreement

It is important that I work to the best of my ability. Therefore I shall make every effort to do the following:

- Attend school regularly and on time.
- Come to school each day prepared to learn.
- Complete and return homework assignments.
- Follow the rules within the school.
- Maintain a positive attitude toward my peers and teachers.

### Teacher Agreement

It is important that students achieve. Therefore, I shall make every effort to do the following:

- Communicate with parents about their child's academic progress and social emotional needs.
- Provide homework assignments for students that are clear and understood.
- Provide necessary assistance to parent/guardians so that they can help with the assignments if necessary.
- Encourage my students through positive feedback to support their learning.
- Incorporate special activities in the classroom to make learning fun.

**Principal Agreement**

I support this form of parent/guardian involvement. Therefore, I shall make every effort to do the following:

- Provide an environment that allows for positive communication between the teacher, parent, and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.

Student's Name/s: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_