

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 7694 School Name: CHARLES M. SCHENCK (CMS) COMMUNITY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	-	-	38.04%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	38.35%	-	-	
		W	53.52%	-	-	30.82%	-	-	
		S	47.53%	-	-	12.05%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	65	-	-	68	-	-	
		M	74	-	-	52	-	-	
		W	74	-	-	65	-	-	
ELP	42	-	-	58	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

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

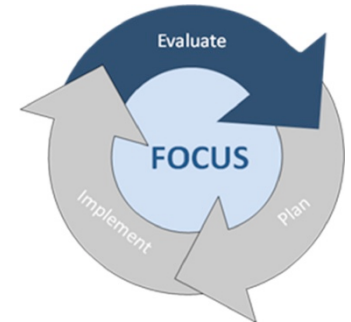
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Alejandra Sotiros
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	Email	nichole_whiteman@dpsk12.org
	Phone	720-423-4300
	Mailing Address	1300 S Lowell Blvd. Denver, CO 80219

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)	3 rd Reading 49% 3 rd Lectura 70% 4 th Reading 35% 5 th Reading 35% 3 rd Math 50% 4 th Math 40% 5 th Math 35% 3 rd Writing 31% 3 rd Escritura 65% 4 th Writing 27%	3 rd Reading 47% No 3 rd Lectura 56% No 4 th Reading 30% No 5 th Reading 31% No We were within 5 percentage points of meeting our goals in all areas except for Lectura. 3 rd Math 36% No 4 th Math 40% Yes 5 th Math 40% Yes We met or exceed our goals for fourth and fifth grade. We were 14% short of meeting our goal for third grade	In some grade levels there was increased collaboration and targeted interventions for students who were the closest to proficiency. However, students are still underperforming in most areas due to lack of consistent Tier 1 instruction, lack of focus on academic language and a lack of systems to build and sustain collaboration.

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.
	5 th Writing 27%	3 rd Writing 26% No 3 rd Escritura 67% Yes 4 th Writing 20% No 5 th Writing 26% No	
Academic Growth	Target was 55 in all areas.	Overall Reading MGP 68 Overall Writing MGP 65 Overall Math MGP 52	
	The target was 55 in all areas.	4 th Reading MGP 56 4 th Writing MGP 64 4 th Math MGP 33 5 th Reading MGP 74 5 th Writing MGP 68.5 5 th math MGP 73.5	
Academic Growth Gaps	Last year's UIP contained insufficient target information.	Minority 37% FRL 36% IEP 21% ELL 35%	
Post Secondary Readiness	N/A	N/A	

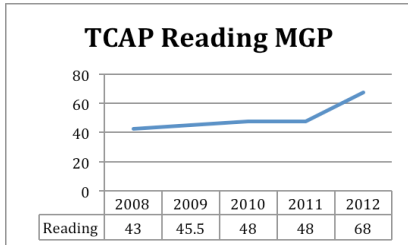
Worksheet #2: Data Analysis

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

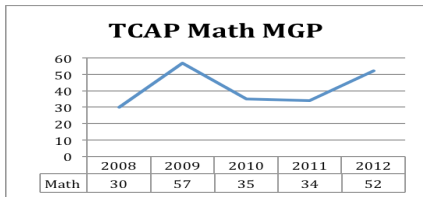
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>Writing TCAP Proficiency</p> <p>2008 3rd: 13%, 4th: 13%, 5th: 11% Overall: 12%</p> <p>2009 3rd: 14%, 4th: 3%, 5th: 17%, Overall: 11%</p> <p>2010 3rd: 20%, 4th: 9%, 5th: 23%, Overall: 17%</p> <p>2011 3rd: 21%, 4th: 13%, 5th: 15%, Overall: 15%</p> <p>2012 3rd: 26%, 4th: 20%, 5th: 26%, Overall: 23%</p> <p>Over the past five years, scores that show CSAP/TCAP proficiency in writing have both increased and decreased, but the overall shows an increase of 11% proficiency from 2008 to 2011 in CSP/TCAP writing.</p> <p>Reading:</p> <p>2008 3rd: 43%, 4th: 25%, 5th: 25%, Overall: 28%</p> <p>2009 3rd: 29%, 4th: 27% 5th: 30%, Overall: 28%</p> <p>2010 3rd: 35%, 4th: 24%, 5th: 32%, Overall: 30%</p> <p>2011 3rd: 39%, 4th: 15%, 5th: 19%, Overall: 21%</p> <p>2012 3rd: 47%, 4th: 30%, 5th: 31%, Overall: 34%</p> <p>Over the past five years, scores have both increased and decreased on TCAP/CSAP Reading, but the overall trend is slightly increasing with scores increasing from</p>	<p>Over the past five years, overall proficiency scores in writing have not reached above 23%.</p> <p>Over the past five years fourth grade reading proficiency scores have steadily decreased with the exception of 2012, which increased by 15 percentage points.</p> <p>There has been a 12% gain in overall proficiency over the last five years but overall proficiency is</p>	<p>There is not a systematic approach for collecting and analyzing student data so that teachers consistently use data to drive instruction and to target interventions.</p> <p>There has been an absence of targeted academic language instruction and assessment in the content areas.</p>

	<p>28% in 2008 to 34% in 2012.</p> <p>From 2009 to 2011 fourth grade has shown a steady decrease from 25% in 2008 and 15% in 2011 in reading proficiency as measured by CSAP/TCAP. There was however, a 15% increase from 2011 to 2012.</p> <p>Math:</p> <p>2008 3rd: 42%, 4th: 31%, 5th: 30%, Overall: 27%</p> <p>2009 3rd: 42%, 4th: 31%, 5th: 30%, Overall: 34%</p> <p>2010 3rd: 41%, 4th: 25%, 5th: 31%, Overall: 33%</p> <p>2011 3rd: 43%, 4th: 33%, 5th: 24%, Overall: 34%</p> <p>2012 3rd: 36%, 4th: 40%, 5th: 40%, Overall: 39%</p> <p>Over the past five years, overall proficiency in Math CSAP/TCAP has increased with some fluctuation, from 27% in 2008 to 39% in 2012.</p> <p>From 2009 to 2011 third grade math CSAP scores remained stable, but proficiency decreased from 43% in 2011 to 36% in 2012.</p> <p>Proficiency scores in Math as measured by CSAP/TCAP have consistently decreased between third and fourth grade over the past five years ranging from a loss of between 4% and 11%.</p> <p>From fourth to fifth grade there is an inconsistent trend with a slight decrease in 2008 and 2009 of 1%, a 6% increase in 2010, a 9% decrease in 2011, and no change from fourth to fifth in 2012.</p>	<p>below expectations.</p>
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Academic Growth



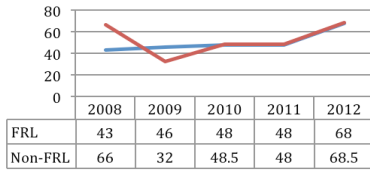
Over the past five years, the MGP in reading as measured by CSAP/TCAP has remained stable with an increase of 20 points over the last year and an overall increase from 43 in 2008 to 68 in 2012.



While the overall growth in Math as measured by CSAP/TCAP from 2008 to 2012 has increased more than 20 percentile points, the trend is inconsistent with both significant gains and losses within a five year period.

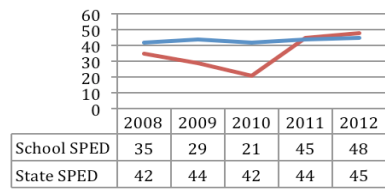
	<p>TCAP Writing MGP</p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>38</td> <td>41.5</td> <td>43.5</td> <td>38</td> <td>65</td> </tr> </tbody> </table> <p>The MGP in Writing CSAP/TCAP has been slowly increasing over the past five years, and in 2012 there was a one year increase of 27 percentile points with growth starting at 38 in 2008 and reaching 65 in 2012. Although the growth gap in Writing as measured by CSAP/TCAP between FRL and non-FRL had been increasing between 2008 and 2009, it began to close in 2010 with less than a 10 point difference, and in 2012 the FRL subgroup actually outperformed the non-FRL group by 8.5 percentile points.</p>		2008	2009	2010	2011	2012	Writing	38	41.5	43.5	38	65	<p>Although the MGP in Writing as measured by TCAP for 2012 did increase by 27 percentiles from 2011, when compared to the AGP for writing in 2012, the MGP falls 9 percentile points short of what students need to score in order to gain proficiency over the next three years.</p>	<p>There is not a systematic approach for collecting and analyzing student data so that teachers consistently use data to drive instruction and to target interventions.</p> <p>There has been an absence of targeted academic language instruction and assessment in the content areas.</p> <p>There is not a system in place to ensure that all students are receiving equal access to curriculum, so that even when students require tier II and tier III interventions, they are still receiving first best instruction with their grade level peers along with the appropriate interventions.</p>						
	2008	2009	2010	2011	2012																
Writing	38	41.5	43.5	38	65																
<p>Academic Growth Gaps</p>	<p>TCAP Reading MGP</p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>43.5</td> <td>46.5</td> <td>47.5</td> <td>45.5</td> <td>66.5</td> </tr> <tr> <td>Non-ELL</td> <td>39</td> <td>40.5</td> <td>48.5</td> <td>53</td> <td>74</td> </tr> </tbody> </table> <p>There was a slight increase in percentile points for ELLs from 2008-2011, and from 2011-2012 there was significant one year growth of more than 20 percentile points. Over the past five years non-ELLs have widened the gap in reading in comparison to ELLs.</p>		2008	2009	2010	2011	2012	ELL	43.5	46.5	47.5	45.5	66.5	Non-ELL	39	40.5	48.5	53	74	<p>In 2012 the MGP in Math for the subgroup SPED was 22, which was 20 percentile points lower than the state SPED subgroup.</p>	<p>There is not a systematic approach for collecting and analyzing student data so that teachers consistently use data to drive instruction and to target interventions.</p> <p>There is not a system in place to ensure that all students are receiving equal access to curriculum, so that even when students require tier II and tier III interventions, they are still</p>
	2008	2009	2010	2011	2012																
ELL	43.5	46.5	47.5	45.5	66.5																
Non-ELL	39	40.5	48.5	53	74																

TCAP Reading MGP



Comparing FRL and non-FRL groups is difficult due to the fact that less than 4% of the school's population is non-FRL. When looking at the data the gap between the two groups is insignificant starting in 2010 with differences less than 1 percentile point from 2010 to 2012.

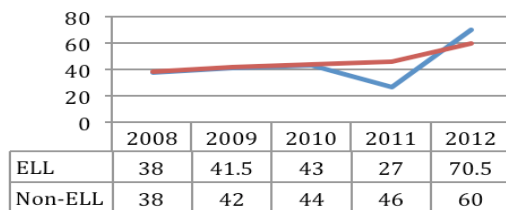
TCAP Reading MGP



* sample size in 2012 is less than 20

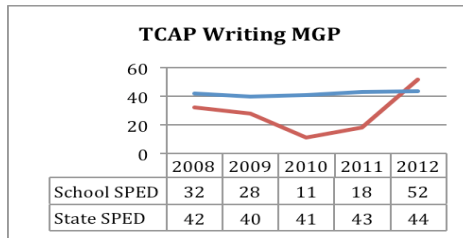
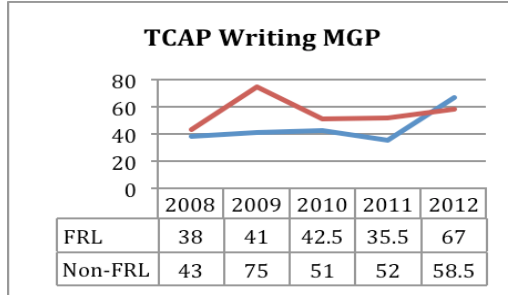
Although there is a downward trend in CSAP/TCAP reading growth from 2008 to 2010, over the past two years the MGP in the subgroup SPED has increased from 21 in 2010 to 48 in 2012.

TCAP Writing MGP



receiving first best instruction with their grade level peers along with the appropriate interventions.

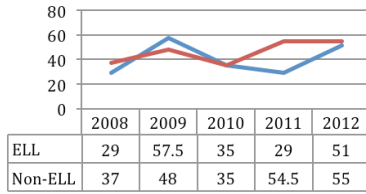
With the exception of a dip in 2011, TCAP Writing MGPs for ELLs have steadily increased over the last five years with a 43.5 point increase from 2011 to 2012.



* Sample Size for 2012 is less than 20

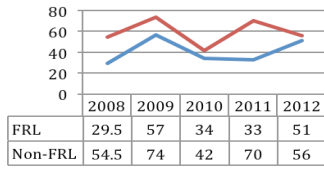
When compared to the state MGP for the subgroup SPED over the past five years, the gap has been steadily increasing especially in 2010 and 2011 with differences between state and school higher than 20 percentile points. However in 2012, the school exceeded the state MGP of 44 by 8 percentile points reversing the gap.

TCAP Math MGP



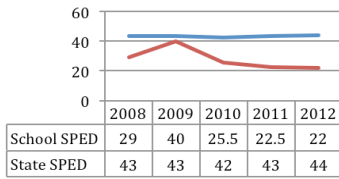
Although the ELL subgroup is making gains towards closing the gap with non-ELLs, the group is still scoring between 4 and 25.5 percentile points lower than non-ELLs with the exception of 2009 when they exceeded non-ELLs by 9.5 percentile points, and 2010 when both groups scored an MGP of 35. It's important to keep in mind that one year's worth of growth is measured by an MGP of 50.

TCAP Math MGP



Beginning in 2010, the gap between the FRL and non-FRL subgroups in Math growth as measured by CSAP/TCAP was increasing with differences between 8 and 37 percentile points, until in 2012 the MGP for FRL was 51 and the MGP for non-FRL was 56.

TCAP Math MGP

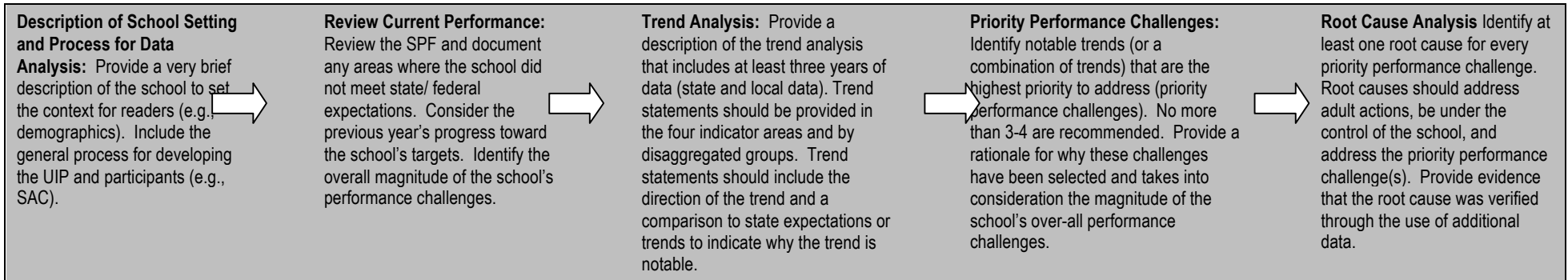


	<p>* Sample Size in 2012 was less than 20</p> <p>Over the last five years, when compared to the state SPED subgroup in Math growth as measured by CSAP/TCAP, The SPED subgroup at CMS has scored between 14 and 20 percentile points below the state subgroup with exception of 2009 when the CMS SPED subgroup had an MGP of 40 and the state subgroup had an AGP of 43.</p>		
<p>Post Secondary & Workforce Readiness</p>			

Data Narrative for School

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

Data Narrative for School



Description of School and Overview of UIP development Process

CMS Community School is a neighborhood school located in Southwest Denver. Approximately 700 students attend CMS. Enrollment has increased slightly over past five years. The majority of those students are coming from within the school's boundaries. There are currently three instructional programs at the school that include Dual Language Two Way, Dual Language One Way or ELA-S, and English only or ELA-E. The demographic data include: 89.1% Hispanic, 5.4% White, 3.3% Asian, 1.6% Black, .7% American Indian, 72.4% ELL, 96.4% Free and Reduced Lunch, and 12.8% SPED (Denver Public Schools School Performance Framework). In a five-year period, the number of students "choicing out" increased from 192 to 326. For the past five years, no more than approximately one-third of students were proficient on reading, writing, or math assessments. For the past five years, proficiency on writing was between 10-26%. Due to the fact that the school was red on both the state SPF and the district SPF, additional support for school improvement have been put in place over the last year. For 2012-13, the school received \$100,000 from IST as well as \$750,000 in TIG funds to be spent over a three-year period. The school has also received a district allocation for an ELA Dean and an ELA TEC (teacher effectiveness coach) for the 2012-2013 school year.

Several stakeholders have been involved in developing the UIP. Staff and parents are involved in looking at current data, identifying priority performance challenges, and identifying root causes through a data driven cycle of inquiry. Our Collaborative School Committee and our School Leadership Team use the information gathered by staff and parents to begin identifying Major Improvement Strategies as well as resources for implementing action steps. Teacher Leaders, coaches, and the admin team then refine the action steps and implementation benchmarks and support the day-to-day work of the school improvement efforts. The school Leadership Team meets regularly to progress monitor action steps that correspond with each Major Improvement Strategy. The Collaborative School Committee meets regularly to site based decisions that involve the allocation of resources that effect school improvement efforts.

Review Current Performance

Growth:

CMS moved from red to yellow this year on Denver Public Schools’ School Performance Framework. Yellow signifies that the school is accredited on watch. The school earned 44% of possible points, which falls in the Approaching category for overall growth, signifying that we met the district expectations for overall growth. CMS also matched and in some cases exceeded the MGP for the district. For example, in Writing, the MGP for the district was 57, whereas the MGP for CMS was 65. In Reading, the MGP for the district was 54, and the MGP for CMS was 68. Our school’s MGP for Math was 52, the district’s was 53, and so we were one point away from matching the district in MGPs for Math.

In Reading, CMS’ MGP of 68 met its AGP of 68. The AGP for Math was 76 and our MGP was 51. Our MGP in Writing was 65 and our AGP was 74. Because the AGP is an indicator of necessary growth over time (three years), we understand the severity of not meeting our AGPs especially when the AGP is what is needed in order for many of our students to become proficient. 49.2 % of students who are not proficient in writing are not catching up as indicated by our AGP. 55.7% of our students who are not proficient in Reading are not catching up as indicated by our AGP, and 75.2% of our students who are not proficient in Math are not catching up as indicated by our AGP. AGP data as well as Catch Up and Keep Up data for the district is not yet available to make comparisons.

When broken down by subgroups, the MGP for ELLs in Reading in 2012 was 66.5, and the AGP was 66. In Math it was 51, and the AGP was 72. In Writing the MGP was 70.5, and the AGP was 76. The MGP for FRLs in Reading was 68, and the AGP was 75. In Math the MGP was 51, and the AGP was 74. In Writing the MGP was 67, and the AGP was 75. The MGP for SPED is as follows:

MGP 2012	CMS	State
Reading	48	45
Writing	52	44
Math	22	44

Source: West Denver Network Data Assessment Partner

For all subgroups except SPED, the MGP is over 50 which traditionally signifies one years worth of growth. However when looking at our school’s 2012 AGPs for Writing, we see that all subgroups fell short of 74 with SPED falling the furthest behind (MGP of 44). Both the subgroup ELL and FRL exceeded the AGP of 65 in Reading, however SPED fell short by 18 points. The AGP for Math was 74, which all subgroups failed to meet.

CMS met the state and federal expectations for growth. The school also met district expectations for overall growth. The overall magnitude of our school’s performance challenges is that although CMS earned outstanding growth scores in many different areas, maintaining that growth over time is critical for students to catch up and reach proficiency. In addition, the percentage of students that are not catching up is alarming in all academic areas.

Status:

<u>Overall</u>	<u>By Grade Level</u>	<u>By Subgroup</u>
2012 Writing TCAP: 23% 2012 Reading TCAP: 34% 2012 Math TCAP: 39%	2012 Writing TCAP: 3 rd : 26%, 4 th : 20%, 5 th : 26%, 2012 Reading TCAP: 3 rd : 47%, 4 th : 30%, 5 th : 31%, 2012 Math TCAP: 3 rd : 36%, 4 th : 40%, 5 th : 40%,	2012 Writing TCAP:ELL: 32.35%, FRL: 29.8%, Minority: 30.4% 2012 Reading TCAP:ELL: 36.76%, FRL: 36.86%, Minority: 37.6% 2012 Math TCAP: ELL: 38.24%, FRL: 38%, Minority: 36.4%

Source: West Denver Network Data Assessment Partner

SPED:

	<u>Eligible Students</u>	<u>Tests Counted (??)</u>	<u>% Proficient</u>	<u>State % Proficient</u>
Writing	No data available	No data available	No data available	No data available
Reading	39	3	7.69%	24.25%
Math	39	4	10.26%	28.76%

Source: Denver Public Schools School Performance Framework Schenck Elementary

In terms of Status, or overall proficiency, CMS earned 26% of possible points landing in the red category of the district SPF. When compared to similar schools in the district, CMS earned 6 out of 6 points on the district SPF in both Reading and Writing. We earned 4 out of 6 points in Math. Although proficiency is obviously a challenge for our school, when compared to similar schools in our district we are either Meeting or Approaching in all academic areas.

CMS did not meet state and federal expectations in Status. The school met its fourth and fifth grade Math targets in Status as well as its third grade Escritura target. The school did not meet any of the other set targets for Status. The overall magnitude of our school’s performance challenges in Status is that less than half of our student population scored proficient in all academic areas. Interestingly enough, our subgroup scores for proficiency were higher than the overall percentages in both Reading and Writing. An area of particular concern is the subgroup SPED with 10% proficiency or below in Reading and Math.

During the 2012-2013 school year, the district mid-year interim data in writing showed that 22% of 2nd-5th grade students were Proficient or Advanced. The most recent STAR Reading data shows that 28% of 4th and 5th grade students are scoring at or above the 40th percentile. In math, the mid-year district interim data shows that 38% of 3rd-5th grade students were Proficient or Advanced, and 53% of K-2nd grade students were Proficient or Advanced.

Trend Analysis

Writing:

Over the past five years, scores that show CSAP/TCAP proficiency in writing have both increased and decreased, but the overall shows an increase of 11% proficiency from 2008 to 2011. Overall Proficiency scores in writing have not reached above 23% in the last five years. In addition, over the past five years, fourth grade reading proficiency scores have steadily decreased with the exception of 2012, which increased by 15 percentage points from 15% to 30%. The MGP in Writing CSAP/TCAP has been slowly increasing over the past five years, and in 2012 there was a one year increase of 27 percentile points with growth starting at 38 in 2008 and reaching 65 in 2012. When compared to the district's MGP trend in Writing over the past three years which has increased from 53 in 2010 to 57 in 2012, CMS' MGP in Writing has also increased over time from 42 in 2010 to 65 in 2012 with an overall increase of 27 percentile points.

With the exception of a dip in 2011, TCAP Writing MGPs for ELLs have steadily increased over the last five years with a 43.5 point increase from 2011 to 2012. Although the growth gap in Writing as measured by CSAP/TCAP between FRL and non-FRL had been increasing between 2008 and 2009, it began to close in 2010 with less than a 10 point difference, and in 2012 the FRL subgroup actually outperformed the non-FRL group by 8.5 percentile points. When compared to the state MGP for the subgroup SPED over the past five years, the gap has been steadily increasing especially in 2010 and 2011 with differences between state and school higher than 20 percentile points. However in 2012, the school exceeded the state MGP of 44 by 8 percentile points reversing the gap.

Internal school data available as of April 1, 2013 shows that increased growth has not translated to increased status scores.

Reading

Over the past five years, scores have both increased and decreased on TCAP/CSAP Reading, but the overall trend is slightly increasing with scores increasing from 28% in 2008 to 34% in 2012. From 2009 to 2011 fourth grade has shown a steady decrease from 25% in 2008 and 15% in 2011 in reading proficiency as measured by CSAP/TCAP. There was however, a 15% increase from 2011 to 2012. There has been a 12% gain in overall proficiency over the last five years but overall proficiency has remained under 40%.

Over the past five years, the MGP in reading as measured by CSAP/TCAP has remained stable with an increase of 20 points over the last year and an overall increase from 43 in 2008 to 68 in 2012. There was a slight increase in the MGP for Reading for ELLs from 2008-2011, and from 2011-2012 there was significant one year growth of more than 20 percentile points. Over the past five years non-ELLs have widened the gap in reading in comparison to ELLs. Comparing FRL and non-FRL groups is difficult due to the fact that less than 4% of the school's population is non-FRL. When looking at the data the gap between the two groups is insignificant starting in 2010 with differences less than 1 percentile point from 2010 to 2012.

Internal school data available as of April 1, 2013 shows that increased growth has not translated to increased status scores.

Math

Over the past five years, overall proficiency in Math CSAP/TCAP has increased with some fluctuation, from 27% in 2008 to 39% in 2012. Overall proficiency has failed to exceed 39% over the past five years. From 2009 to 2011 third grade math CSAP scores remained stable, but proficiency decreased from 43% in 2011 to 36% in 2012. Proficiency scores in Math as measured by CSAP/TCAP have consistently decreased between third and fourth grade over the past five years ranging from a loss of between 4% and 11%. From fourth to fifth grade there is an inconsistent trend with a slight decrease in 2008 and 2009 of 1%, a 6% increase in 2010, a 9% decrease in 2011, and no change from fourth to fifth in 2012.

While the overall growth in Math as measured by CSAP/TCAP from 2008 to 2012 has increased more than 20 percentile points, the trend is inconsistent with both significant gains and losses within a five year period. Although the ELL subgroup is making gains towards closing the gap with non-ELLs, the group is still scoring between 4 and 25.5 percentile points lower than non-ELLs with the exception of 2009 when they exceeded non-ELLs by 9.5 percentile points, and 2010 when both groups scored an MGP of 35. It's important to keep in mind that one year's worth of growth is measured by an MGP of 50. Beginning in 2010, the gap between the FRL and non-FRL subgroups in Math growth as measured by CSAP/TCAP was increasing with differences between 8 and 37 percentile points, until in 2012 the MGP for FRL was 51 and the MGP for non-FRL was 56. Over the last five years, when compared to the state SPED subgroup in Math growth as measured by CSAP/TCAP, The SPED subgroup at CMS has scored between 14 and 20 percentile points below the state subgroup with exception of 2009 when the CMS SPED subgroup had an MGP of 40 and the state subgroup had an AGP of 43.

Internal school data available as of April 1, 2013 shows that increased growth has not translated to increased status scores.

Priority Performance Challenges

Over the past five years, overall proficiency scores in writing have not reached above 23%. (Status)

Due to the fact the writing is an integral skill across all content areas, we decided to choose writing as our major focus in the area of Status for the next two years. We believe this is a priority performance challenge because it has remained a challenge over time across all grade levels.

Writing CSAP/TCAP Proficiency

2008 3rd: 13%, 4th: 13%, 5th: 11% Overall: 12%

2009 3rd: 14%, 4th: 3%, 5th: 17%, Overall: 11%

2010 3rd: 20%, 4th: 9%, 5th: 23%, Overall: 17%

2011 3rd: 21%, 4th: 13%, 5th: 15%, Overall: 15%

2012 3rd: 26%, 4th: 20%, 5th: 26%, Overall: 23%

The overall magnitude of our school's performance challenges in Status is that less than half of our student population scored proficient in all academic areas. By addressing the performance challenge of low proficiency in Writing, we are aligning our high leverage strategies with a priority performance challenge that affects all subject areas. We believe that using the Major Improvement Strategy of building capacity through Professional Learning Communities will address this challenge by developing a systematic process of collecting, analyzing and using data to drive instruction so that all students receive targeted support in

areas of need. We believe that by focusing on targeted language instruction and developing academic language, that students will be more successful with mastering learning targets and achieving grade level standards.

Although the MGP in Writing as measured by TCAP for 2012 did increase by 27 percentiles from 2011, when compared to the AGP for writing in 2012, the MGP falls 9 percentile points short of what students need to score in order to gain proficiency over the next three years. (Growth)

The overall magnitude of our school's performance challenges is that although CMS earned outstanding growth scores in many different areas, maintaining that growth over time is critical for students to catch up and reach proficiency. In addition, the percentage of students that are not catching up is alarming in all academic areas. We chose this as a priority performance challenge because in order to increase proficiency we need to have consistent and adequate growth over time. We believe that using the Major Improvement Strategy of building capacity through Professional Learning Communities will address this challenge by developing a systematic process of collecting, analyzing and using data to drive instruction so that all students receive targeted support in areas of need. We believe that by focusing on targeted language instruction and developing academic language, that students will be more successful with mastering learning targets and achieving grade level standards.

In 2012 the MGP in Math for the subgroup SPED was 22, which was 20 percentile points lower than the state SPED subgroup. (Growth Gaps)

Creating equitable access to curriculum is imperative to ensuring that all students have the opportunity to learn at high levels, and are held to the same high expectations. In order to achieve this, we must create and maintain systems at the building level that ensure all students are full participants of the core curriculum, and that all students' needs are being targeted and addressed both during first best instruction as well as intervention and/or extension. We chose this as a priority performance challenge because of the alarming gap between the SPED subgroup at CMS and the state SPED subgroup. We believe that our Major Improvement Strategy of building capacity through Professional Learning Communities will address the needs of all students while maintaining high expectations of all students and providing them with access to first best instruction as well as intervention when needed.

Root Cause Analysis

The staff conducted the majority of the Root Cause Analysis work. The admin team participated in a consultation with a contracted consultant by the district. Another consultant helped facilitate the main session with staff. We then met with the School Leadership Team to further refine root causes. The CMS Family Liaison met with parents to review school data, and discuss root causes, and discuss school action steps.

There is not a system in place to ensure that all students are receiving equal access to curriculum, so that even when students require tier II and tier III interventions, they are still receiving first best instruction with their grade level peers along with the appropriate interventions. This root cause addresses the following priority performance challenge: **In 2012 the MGP in Math for the subgroup SPED was 22, which was 20 percentile points lower than the state SPED subgroup**

There is not a systematic approach for collecting and analyzing student data so that teachers consistently use data to drive instruction and to target interventions. This root cause addresses the following priority performance challenges: **1) Although the MGP in Writing as measured by TCAP for 2012 did increase by 27 percentiles from 2011, when compared to the AGP for writing in 2012, the MGP falls 9 percentile points short of what students need to score**

in order to gain proficiency over the next three years. 2) Over the past five years, overall proficiency scores in writing have not reached above 23%.

There has been an absence of targeted academic language instruction and assessment in the content areas. This root cause addresses the following priority performance challenges: 1) **Although the MGP in Writing as measured by TCAP for 2012 did increase by 27 percentiles from 2011, when compared to the AGP for writing in 2012, the MGP falls 9 percentile points short of what students need to score in order to gain proficiency over the next three years.** 2) **Over the past five years, overall proficiency scores in writing have not reached above 23%.**

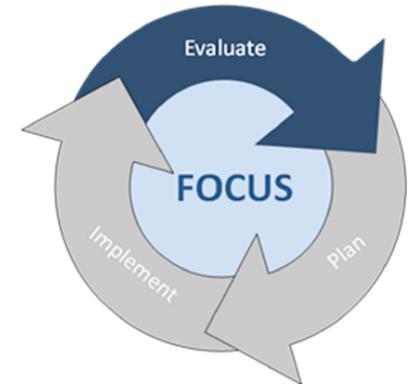
Section IV: Action Plan(s)

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		45%	53%	DPS Interims STAR Reading	
		M		49%	56%	DPS Interims	
		W	Over the past 5 years, students scoring proficient in each grade level on CSAP/TCAP writing has been between 6 and 26 percent.	The percentage of students scoring proficient or advanced in writing will be 32%	40%	DPS Interims	PLC capacity building (PD, and Instructional Systems)
		S		19%	26%		
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M	Due to the fact that the MGP for Math in 2012 was 52, and the AGP for 2012 was 70, only 24.8% of students needing to catch up are making adequate growth in order to get to proficiency over the next three years.	Students will have a MGP of 65.	Students will have a MGP of 65.	DPS Interims STAR Math	PLC capacity building (PD, and Instructional Systems)
		W	Although the MGP for 2012 did increase by 27 percentiles from 2011, when compared to the	The 2012 cohorts in third grade will earn a MGP of 65 in 2013 and the fourth grade cohort		DPS Interims	

			AGP for writing in 2012, the MGP falls 9 percentile points short of what students need to score in order to gain proficiency over the next three years	of 2012 will earn a MGP of 65 in Writing in 2013.			
		ELP	Targets were met (see page 1).	Increase MGP from 58 to 65	Maintain MGP of 65	ELD will be monitored using WIDA speaking and writing rubrics and DPS ELA academy language rubric, and PLC CFA language rubrics.	PD and instructional systems
Academic Growth Gaps	Median Student Growth Percentile	R		Our target for each subgroup (ELL, Minority, FRL, SPED) is 65MGP in reading.	Our target for each subgroup (ELL, Minority, FRL, SPED) is 65MGP in reading.	All interim measures will be used to disaggregate the data by subgroups and adjust school systems and interventions accordingly throughout the year.	PLC capacity building (PD, and Instructional Systems)
		M	In 2012 the MGP in Math for the subgroup SPED was 22, which was 20 percentile points lower than the state SPED subgroup.	Our target for each subgroup (ELL, Minority, FRL, SPED) is 65MGP in math.	Our target for each subgroup (ELL, Minority, FRL, SPED) is 65MGP in math.	All interim measures will be used to disaggregate the data by subgroups and adjust school systems and interventions accordingly throughout the year.	PLC capacity building
		W		Our target for each subgroup (ELL, Minority, FRL, SPED) is 65MGP in writing.	Our target for each subgroup (ELL, Minority, FRL, SPED) is 65MGP in writing.	All interim measures will be used to disaggregate the data by subgroups and adjust school systems and interventions accordingly throughout the year.	PLC capacity building (PD, and Instructional Systems)
Post Secondary & Workforce	Graduation Rate						
	Disaggregated Grad Rate						

Readiness	Dropout Rate					
	Mean ACT					

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: If staff targets academic language use in the classroom, then students will have the academic language necessary to show proficiency towards grade level standards, which will result in increased levels of language proficiency. **Root Cause(s) Addressed:** There has been an absence of targeted language instruction and assessment in the content areas.

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)
PD around writing and communicating CLOs throughout lessons and differentiated coaching based on feedback and observations from Admin and coaches	August 2012 Ongoing throughout the 2012-2013 school year Continuing throughout the 2013-2014 school year	Coaches Admin. Lead Teachers	ELL Focus School Funding	LEAP observational framework data from 2012-2013 school year in order to create a SMART goal- in 2013-2014 LEAP observation data from I-1 will monitor progress toward SMART goal	In progress
Provide PD around explicitly connecting content activates or tasks to the language objective and to the discipline's big idea.	Fall 2013 Ongoing throughout the 2013-2014 school year	ELA TEC ELA Dean Humanities Facilitator Lead Teachers	ELL Focus School Funding Local	Use evidence collected from the DPS Teacher Evaluation System (LEAP)	Not started
Implementing academic language in daily lessons (practiced by students) that maintain high levels of rigor for all language proficiency levels through the	Beginning in the 2012-2013 school year,	ELA TEC Humanities Facilitator	ELL Focus School Funding Local	Grade level unit rubrics will include an academic language section which	In progress

implementation of Common Core and WIDA	Fall 2013 Ongoing throughout the 2013-2014 school year	ELA Dean		will be tracked through frequent common formative assessments for each learning/unit cycle LEAP observation data three times a year	
Use CFA data and ACCESS scores to deliver targeted language instruction based on student language needs through ELD	Beginning 2012-2013 school year, ongoing throughout the 2013-2014 school year	ELL Dean ELA TEC Teachers	ELL Focus School Funds	Monthly monitoring of: ELD Lesson Plans ELD Rubric Admin and Coaches” observations End of Unit Summative Assessment Data	In progress
Job embedded coaching around how to use formative data and the WIDA standards to differentiate language for individual students so that all students can show mastery of content standards	Fall 2013 Ongoing throughout 2013-2014 school year	ELA Dean Coaches Lead Teachers	Local	End of Unit Assessments at the end of each learning cycle	Not Started
Increase guided reading materials available to teachers and students in all classrooms	November 2012	Admin	TIG- 35K Materials	Ordering of materials in Spanish and English based on needs of teachers	Completed

* 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: If we are collaborating and using the teaching and learning cycle in our PLCs, then teachers will be able to target student needs, which will result in students mastering learning targets.

Root Cause(s) Addressed: There is not a systematic approach for collecting and analyzing student data so that teachers consistently use data to drive instruction and to target interventions.

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)
Staff receives training on the rational of PLCs and the step by step process of how to create a PLC that systematically engages the teaching and learning cycle and includes SMART Goals.	August 14-15 2012	Admin. Team, Coaches, and consultant (Solution Tree)	TIG Funds, 48 K Consultant from Solution Tree CIG Funds- 5K for materials and books CIG Funds- 2 days of additional pay per teacher for August Inservices 20K	Individual team growth will be tracked on school created PLC rubric	Completed
Differentiated PD will be provided to grade level teams to move them forward on the PLC rubric and to ensure that teachers are using data to determine, address, and monitor the learning needs of all students, particularly those at risk for academic failure	Beginning March 2013, ongoing throughout the 2013-2014 school year	Admin. Team and Coaches	Local	CMS PLC Rubric and professional development plans. Teams discuss what worked, what didn't, what adjustments need to be made, and how each member will follow-up during the week. Notes captured and provided to all in attendance in a timely manner.	In progress

Administer PLC self-assessment survey to staff	September 2012	Teachers, Coaches, Admin. Team	Local	Monthly meetings with Solution Tree consultant	Completed
Teachers compile CFA (Common Formative Assessments) data and communicate data progress with admin team-	At the completion of each learning cycle Ongoing	Admin. Team, Coaches, Lead Teachers	TIG Funds- 48 K Consultant from Solution Tree TIG Funds- 35K to pay teachers for any after hours required PD	Grade level CFA data spreadsheet to track progress Work products from teachers (CFAs, ELGs, Rubrics, and student work samples)	Not started
I Can statements identified and monitored for each unit	Beginning January 2013, ongoing throughout the 2013-2014 school year	Admin. Team, Coaches, and Lead Teachers	Local	Unit plans and formative assessment summaries at the start of every learning cycle	In progress
Improve instructional design and delivery through grade level Professional Learning Community planning sessions focused on Backward Mapping CCSS and designing curriculum units aligned with CCSS looking at trajectory for literacy and math and aligning DPS Literacy Plan with new standards. Mapping of lessons will include: Essential questions and overall objective, individual content language objectives, academic vocabulary and language supports and steps for proficiency.	September 2012- June 2013 2013-2014 school year ongoing	Teachers, Lead Teachers, Coaches	TIG Funds 35K for after hours pay to staff to complete outside of work day	Team Agendas Team Notes Lesson Plans directly tied to CCSS and outlined for instruction with a backward design principle at the start of every learning cycle	On-going
Teachers will set end-of-year performance goals for each student. Teachers will monitor progress toward these goals and identify interventions and instructional groupings during grade level and Academic Review Meetings	On-going beginning in Fall of 2013	Teachers, Lead Teachers, Coaches	Local	CFA, Star, and DPS Interim data three times a year (benchmarks)	Not started

Major Improvement Strategy #3: If core instruction is strengthened through the reading writing workshop model, then teachers can provide targeted differentiated instruction to better meet students' individual needs.

Root Cause(s) Addressed: There is not a systematic approach for collecting and analyzing student data so that teachers consistently use data to drive instruction and to target interventions.

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)
Lead Teachers developing capacity with classroom teachers in reading workshop model and data collection	Beginning in August 2013 and continuing through the 2013-2014 academic year	Teachers Lead Teachers Coaches	Local	Weekly recording keeping forms	Not started
Lead Teachers create demonstration classrooms in each grade level	Beginning in August 2013 and continuing through the 2013-2014 academic year	Teachers Lead Teachers Coaches	Local	Weekly observations and teacher notes show evidence of workshop elements	Not started
Teachers use universal screeners and formative classroom data (tier I) to identify students in need of more intensive levels of support	Beginning in August 2013 and continuing through the 2013-2014 academic year	Teachers Lead Teachers Coaches	Local	Monthly data spreadsheets identify individual classrooms and students in need of more intensive levels of support	Not started
Teachers provide additional time and support to students identified through universal screeners and classroom data (tier I)	Beginning in August 2013 and continuing through the	Teachers Lead Teachers Coaches	Local	Intervention SMART goals Progress monitoring data tracked after 5 hours of	Not started

	2013-2014 academic year			instruction	

Major Improvement Strategy #4: Family Engagement- Engage our CMS Community School families in the education of their students and to give them the support they need. Our role as professionals is to provide our school families the tools they need in order to assist the students to be successful at school. Will implement a comprehensive family engagement plan that focuses on the culture of the school through activities in the areas of communication, volunteers, and parents education.

Root Cause(s) Addressed: While family engagement has increased and is on the rise at CMS Community School it is imperative that we continue to bridge the communication and participation gap between school and our families. While going through the phase out of CMS Community School many families feel disengaged and unpowered.

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

- School Plan under State Accountability Title I School wide 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)
Communication- (one way) - Have a structure for informative events or strategies. (From the school to the all school parents)	Monthly or Bi-Monthly Beginning in August 2013 and continuing through the 2013-2014 academic year	Family Liaison, Administrators, Student Activities Coordinator (or similar), Parents Leadership Team	TIG, School General Fund, and Title I Parent engagement funds	Tracking parent attendance at each event using (WDN Family Engagement Tracker: electronic and portfolio)	In Progress
Communication- (two ways) - Have a structure for small groups conversations. (Between the school administrators to the small group of school parents)	Monthly Beginning in August 2013 and continuing through the 2013-2014 academic	Family Liaison, Administrators, Parents Leadership Team	TIG, School General Fund, and Title I Parent engagement funds	Tracking parent attendance at each event using (WDN Family Engagement Tracker: electronic and portfolio)	In Progress

	year				
Communication- Social-Integrating Activities - Have a structure for social events. (From the school to the all school families (parents and students), staff, and community members; focused on the DPS core values of Students First, Integrity, Equity, Collaboration, Accountability, & Fun.	Minimum Three during the school year Beginning in August 2013 and continuing through the 2013-2014 academic year	Family Liaison, Administrators, Parents Leadership Team	School General Fund, and Title I Parent engagement funds	Tracking parent, and staff attendance at each event using (WDN Family Engagement Tracker: electronic and portfolio)	In Progress
Volunteers Program: Take advantage of different ways of participations of parents, and community members to support school daily basis	Year Round Beginning in August 2013 and continuing through the 2013-2014 academic year	Family Liaison, Administrators, Parents Leadership Team	School General Fund, and Title I Parent engagement funds	Tracking parent DPS applications during the school year	In Progress
Education Activities - Have a structure for parents' workshops, classes, college campus visit, and conferences. (From the school to the all school parents)	Year Round Beginning in August 2013 and continuing through the 2013-2014	Family Liaison, Administrators, Parents Leadership Team	TIG, School General Fund, and Title I Parent engagement funds	Tracking parent attendance at each event using (WDN Family Engagement Tracker: electronic and portfolio)	In Progress

	academic year				
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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)

For Schools Operating a Title I Schoolwide

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)	Data Narrative (p. 20) Staff conducted the majority of the root cause work. Parents then met with the CMS Family Liaison to provide insights into school data and root cause work.
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)	Data Narrative (p. 19) In status less than half of CMS students scored proficient in all academic areas.

<p>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?</p>		<p>Section IV: Action Plan (p. 10)</p>	<p>Data Narrative (p. 19-20) See Priority Performance Challenges outlining the PLC process which addresses core universal instruction, and targeted academic intervention and extension.</p>
<p>All core content teachers are highly qualified.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>How are highly qualified teachers recruited and retained?</p>		<p>Section IV: Action Plan (p. 10)</p>	<p>Current year hires came to CMS through applying to the DPS system and through professional referrals. Teachers will be retained based on performance using the Teaching and Learning Framework. CMS staff will be paid within the District's salary schedule and be eligible for Pro Comp if they are in the Pro Comp System. (p. 36)</p>

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)	Data Narrative (p. 19-20) Based on low academic proficiencies and through teacher interviews and surveys conducted in June of 2012, staff identified a need for collaboration to improve student outcomes.
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)	ECE program is on site at CMS. Vertical articulation and consistent communication occurs with families and kindergarten teachers about transitioning students. (p. 32)
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)	The School Leadership Team, (SLT) made up of administrators, teachers, and support staff meets monthly to monitor progress. Information from SLT meetings is shared with parents through the Collaborative School Committee (CSC) that includes parents. (p. 30)
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	Title I funds have been allocated to hire three full time interventionists. These interventionists are pushing into the intervention/extension/remediation block. (p. 30)

Section V: Supporting Addenda Forms

For Schools with a Tiered Intervention Grant (TIG) that Selected a Transformation Model Schools that participate in the Tiered Intervention Grant and selected the Transformation Model must use this form to document grant requirements. 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 descriptions of the requirements or a crosswalk of the grant program elements in the UIP.

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Describe how the LEA has granted the school sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.	Required TIG Addendum	<p><i>Once the previous principal resigned she was not allowed to hire any new staff members with out approval from her supervisor. The new principal was allowed to begin to hire any new positions to the school.</i></p> <p><i>Currently the school operates under the DPS calendar. The school has approval to look for creative ways to extend the day for students with current staff.</i></p> <p><i>The current admin team was involved in the design of the TIG budget. The former principal designed the current school site based budget. The budget office has been very flexible and supportive of the school making changes to the budget as long as they are within the guidelines.</i></p> <p><i>The school leadership team is going to participate in the first cohort of the Strategic School Design process. Internal and external providers who are experts in the use of time, people and money to design innovative and creative school systems and structures will facilitate this work.</i></p> <p>According to district policy, schools in turnaround are no longer required to accept direct placed teachers. Therefore, it is entirely up to the purview of the principal to hire as he sees fit.</p> <p>CMS will be supported in the development of an extended learning schedule through participation in the first cohort of schools in DPS's Strategic School Design Process.</p> <p>Turnaround schools work directly with turnaround staff and the district budget office to allocate resources based on need.</p>
Describe how the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Section IV: Action Plan (p. 10) or Required TIG Addendum	<p><i>CMS is now under the district's West Denver Network supervision. This includes an Executive Director and Deputy Director, which supervise the principal and school. Additional supports include the network's school improvement specialist and data specialist, along with a Turnaround Manager and assistance from a budget liaison who monitors budget expenditures and allocations.</i></p>
Describe the process for replacing the principal who led the school prior to commencement of the transformation model (e.g.,	Section IV: Action Plan (p. 10)	<p>Leadership Transition Timeline</p> <p>March 23rd:</p>

use of competencies to hire new principal).	<ul style="list-style-type: none"> • Principal notified DPS that she would not be returning for 2012-13 school year. <p>April 2nd:</p> <ul style="list-style-type: none"> • School faculty and staff returns. Faculty and staff notified of change and next steps via all school meeting with Antonio and Laura. • Board of Education members notified of change in leadership • Families notified through letters sent home with students in homework folders. • School community partners emailed parent letter and invited to community partner meeting. • Principal position posted. <p>April 4th:</p> <ul style="list-style-type: none"> • WDN hosted CSC Meeting to discuss the search process and identify the individuals to participate. <p>April 4th-6th:</p> <ul style="list-style-type: none"> • Fernando Guidice present at morning arrival for informal conversations with parents to address concerns and encourages parents to attend meeting. • Second letter sent home to staff and community with SPSAC application <p>April 9th:</p> <ul style="list-style-type: none"> • <i>WDN (Laura) host staff meeting to elicit characteristics for principal</i> <ul style="list-style-type: none"> ○ <p>April 12th:</p> <ul style="list-style-type: none"> • <i>CSC and WDN host Parent meeting to address parent concerns and outline principal hiring process. Stress importance of completing parent survey.</i> <p>April 13th:</p> <ul style="list-style-type: none"> • Community Partner Meeting at CMS. CANCELLED we are inviting all CP to the Community Forum with the two finalist. • <i>SPSAC Applications due to main office by 12:00 pm</i>
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		<ul style="list-style-type: none"> • <i>Special CSC meeting held at 4:00 pm to determine members of SPSAC-members notified immediately</i> <p>April 23rd-28th (except SPSAC training)</p> <ul style="list-style-type: none"> • April 16th SPSAC Two Hour Training and Question Development (4:00 to 6:00 pm) • May 3rd- Four Candidates interview with WDN team and school committee. • May 7th Final candidates, School learning walks occur. • May 8th Final candidates community/parent forum (school suggest we do this in the morning) • Week of May 14th- Finalist interviews with Tom and Antwan. <p>Week of May 21st:</p> <ul style="list-style-type: none"> • New principal selected. Announcement communicated to parents, teachers, board members and community partners. <p>Search process for Assistant Principals began. (p.40)</p>
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) take into account data on student growth as a significant factor as well as other factors (e.g., multiple observation-based assessments) and (2) are designed and developed with teacher and principal involvement.	Section IV: Action Plan (p. 10) or Required TIG Addendum	<i>CMS participates in the district's LEAP process for teacher evaluation. Areas within the LEAP Framework include improvement of classroom environment, content/language objectives, effective instruction and high impact instructional strategies, technology, ELA strategies and indicators, and 21st century skills. Teachers are observed by the administration as well as peer observers and given feedback and resources to improve their practice. (Pgs.30-31)</i>
Describe the process for Identifying and rewarding school leaders, teachers, and other staff whom, in implementing this model, have increased student achievement and high school graduation rates. Include how staff who have not improved their professional practice, after ample opportunities have been provided, are identified and removed.	Section IV: Action Plan (p. 10) or Required TIG Addendum	<p><i>CMS staff will be paid within the District's salary schedule and be eligible for Pro Comp if they are in the Pro Comp System.</i></p> <p><i>All staff participated in two day training prior to the start of school and were compensated for two additional days of pay.</i></p> <p><i>The administration team will use the District's Special Evaluation Process to support any teachers not meeting standards.</i></p>

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Section IV: Action Plan (p. 10)	<p>The CMS staff is receiving ongoing professional development in the practices of Professional Learning Communities. CMS is working with Solution Tree consultant Tom Many to develop PLCs. The focus of these teams is centered on four essential questions: What do we want students to know? How will we know if they know it? What will we do if they don't? What will we do if they do? The staff has worked through a protocol for unwrapping grade-level Common Core standards. Additionally, they are receiving training on developing common formative assessments and using the data to drive instruction.</p> <p>Additionally, the staff is being provided with support around language development and teaching strategies that support continued language development of all students. (p.30)</p>
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	Section IV: Action Plan (p. 10)	Denver Public Schools is one of the only districts in Colorado that already provides incentives for staff that work at a turnaround school. Teachers get an additional \$2500 for working at CMS which is designated as a hard to serve school. They get an additional \$2500 if their position is a hard to fill position. Teachers can also get additional monies if they fulfill certain district requirements such as meeting SGO's, completing PDU's, getting a certain percentage of points on the district SPF, etc. (p. 41)
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;	Section III: Data Narrative (p. 7) and Section IV: Action Plan (p. 10)	<p>CMS has three instructional programs offered to students. These are: dual-language two-way, dual-language one-way and English Only. All programs offer an English language development component. Regardless of the instructional program, all students at each grade level are taught using the DPS curriculum. Within their units, grade level teams are aligning their instructional focus to the Common Core literacy standards.</p> <p>We are in our second year of implementing Accelerated Reader and this year we will be piloting Accelerated Math in three classrooms. Full implementation will take place next year for both programs. (Pgs. 27-31)</p>
Describe the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Section IV: Interim Measures on Target Setting Form (p. 9) and Action Plan (p. 10)	Discussions about data are taking place during grade level team PLC's. Summative and interim data is being used as a universal screener to determine which students are or are not proficient in a given area. Common formative grade-level assessments are being developed within each unit to address student needs in the moment. Common formative post assessments are being developed to identify students in need of an additional intervention for a targeted area. (p.30)
Establish schedules and implement strategies that provide increased learning time.	Section IV: Action Plan (p. 10)	<p>The CMS schedule has not been altered to increase learning time, but the schedule has been altered to ensure that all students have uninterrupted access to core instruction, and an additional block of time within the current schedule for targeted interventions and remediation.</p> <p>CMS will be supported in the development of an extended learning schedule through participation in the first</p>

		cohort of schools in DPS's Strategic School Design Process.
Provide ongoing mechanisms for family and community engagement.	Section IV: Action Plan (p. 10)	Action Plan (p.30-31).

For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
<p>Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.</p>	<p>Section IV: A description of the selected turnaround strategy in the Action Plan Form.</p> <p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.</p>	<p><input type="checkbox"/> Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. <i>Provide name of Turnaround Partner:</i> _____</p> <p><input type="checkbox"/> School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.</p> <p><input type="checkbox"/> Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.</p> <p><input type="checkbox"/> School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute. <i>Provide name of Management Contractor:</i> _____</p> <p><input type="checkbox"/> Charter Conversion. (For schools without a charter) The school has converted to a charter school.</p> <p><input type="checkbox"/> Restructure Charter. (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.</p> <p><input type="checkbox"/> School Closure.</p> <p><input checked="" type="checkbox"/> Other.* Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model",</p>

	"school closure", "transformation model").
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**Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?*

Section V: Supporting Addenda Forms

Appendix A

SCHOOL-PARENT COMPACT

The **Charles M. Schenck Community School**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year **2012-2013**.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The **Charles M. Schenck Community School** will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

All students will receive a rigorous and supportive education through the school day. Additionally, SES companies will provide extra instructional support after school. All teachers will meet daily during common planning to effectively plan their instruction based on formative assessments. The goal is to prepare all students to succeed in a four-year college or university.

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Parent-teacher conferences will be held on October 22 and 24 during semester 1 and TBA during semester 2.

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Every six weeks a report card is sent home with each child. Parents are also welcome to meet with the teacher at anytime to talk about their child's progress.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Teachers will be available to meet with students and parents during their planning time or after school. Parents should schedule this with their child's guidance counselor.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

All parents can contact Diego Romero in the Welcome Center to set up volunteer hours. CMS has a parent volunteer program.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. *Monitoring attendance.*
2. *Making sure that homework is completed.*
3. *Monitoring amount of television their children watch.*
4. *Volunteering in my child's classroom.*
5. *Participating, as appropriate, in decisions relating to my children's education.*
6. *Promoting positive use of my child's extracurricular time.*
7. *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
8. *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*
9. *Parents are expected to work with their child at least two hours a week. Depending on the amount of work that is assigned to the student.*

Parents may work with our Welcome Center in becoming a member of the CMS Family Parent Group. There are various volunteer opportunities for parents: working in the classroom, helping in the Welcome Center, translation, making phone calls home, filing paper work, working in the main office, organizing files, photo copying, playground supervision and assisting in the cafeteria.

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Appendix A

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

1. *Do my homework every day and ask for help when I need to.*
2. *Read at least 30 minutes every day outside of school time.*
3. *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
4. *Be on time to school, and have impeccable attendance.*
5. *Show Respect, Responsibility, and Safety at school and at home.*

School

Parent(s)

Student

Date

Date

Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)