cde

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

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 7698 School Name: SCHMITT 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?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	71.65%	-	-	51.5%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	41.92%	-	-	
		W	53.52%	-	-	36.9%	-	-	
		S	47.53%	-	-	18.87%	-	-	
			Median Adequate SGP			Median SGP			
			Elem	MS	HS	Elem	MS	HS	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.	R	47	-	-	50	-	-	Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	73	-	-	55	-	-	
		W	58	-	-	53	-	-	
		ELP	40	-	-	44	-	-	

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

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

Accountability Status and Requirements for Improvement Plan

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

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Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

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

X 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	Patty Gonzales
	Email	Patricia_Gonzales@dpsk12.org
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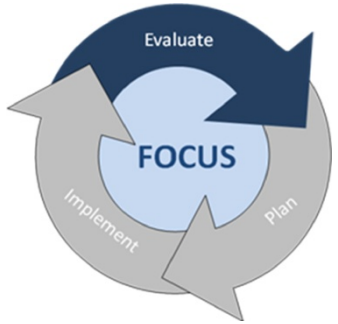
2	Name and Title	Karla Gruenwald
	Email	Karla_Gruenwald@dpsk12.org
	Phone	7/424-4230
	Mailing Address	1820 S. Vallejo Street, Denver, CO 80223

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.



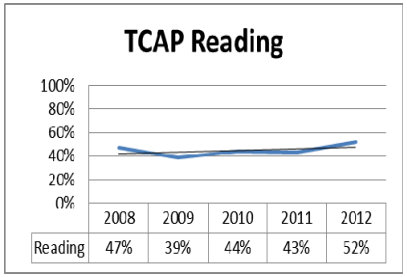
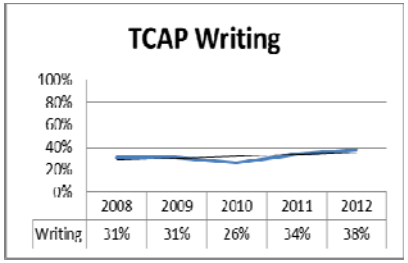
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

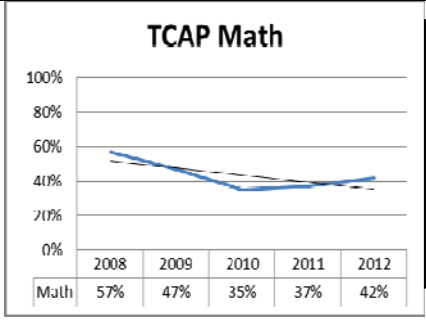
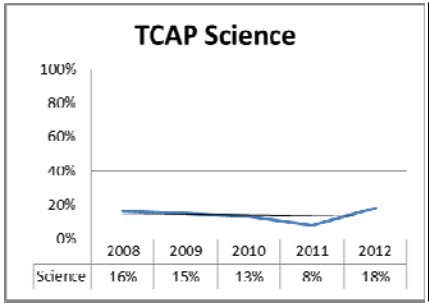
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

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)	Reading: 48%; Math 44%	Reading 51% (+3%); Math 42% (-2%)	Target met:: Reading, Writing, Science Target not met: Math The reading target was met due to literacy focus in 2011-12, reading intervention resources, small group instruction, primary teachers created a foundation for reading, and 3rd grade Imagine Learning Literacy/Language software implemented in 3rd grade. The writing and math targets were not met due to limited interventions in math, the need for academic language and common language across content for transference, continue to build reading to increase writing (transference), explicitly connect reading and writing, writing progress monitoring is limited.
	Writing 36%; Science 16%	Writing 37% (+2); Science 18% (+2)	
Academic Growth			
Academic Growth Gaps			
Post Secondary Readiness			

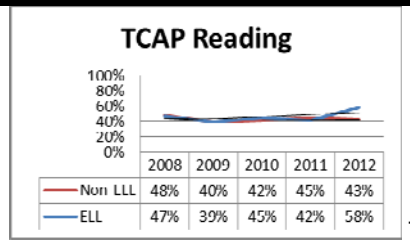
Worksheet #2: Data Analysis

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.

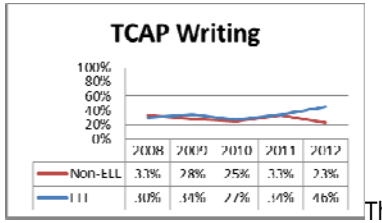
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	 The percentage of students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has increased slightly from 47%, 39%, 44%, 43%, 52% between 2008-2012 but remains below the State expectation of 72%.  The percentage of students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has increased slightly from 31%, 31%, 26%, 34%, 38% between 2008-2012 but remains below the State expectation of 54%.	All tested scoring proficient or above in math or science has declined from 2008-2012 with scores of 57%, 47%, 35%, 37%, 42% for math and 16%, 15%, 13%, 8%, 18% in science.	While math has increased from 2011-2012 (37%-42%); it has decreased from 2009-2012 (57%-42%); for math, we need to have focus on grade level standards as opposed to a spiral which incorporates other grade level standards. (eg: 3rd Grade focus is 3rd grade standards for math not 2nd, 3rd, and 4th grade standards). Thus increasing time allotted for grade level and standards being taught; for science time is not being allocated to science where each grade level (ECE-5th grade has an allotted number of minutes dedicated to Science instruction and teachers need to connect AVENUES when science connection presents the opportunity.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 The percentage of students in grades 3-5 scoring proficient or advanced on CSAP/TCAP math has increased slightly from 31%, 31%, 26%, 34%, 38% between 2008-2012 but remains below the State expectation of 54%.  The percentage of students in grades 3-5 scoring proficient or advanced on CSAP/TCAP science has remained flat from 16%, 15%, 13%, 8%, 18% between 2008-2012 but remains below the state expectations of 48%.		

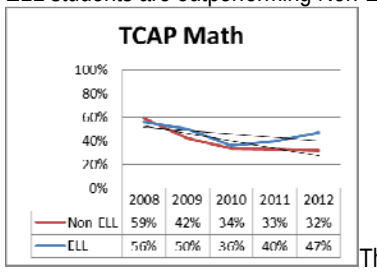
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes



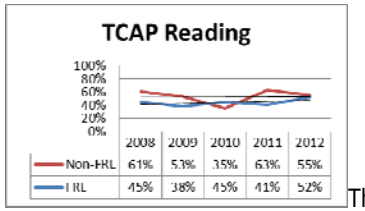
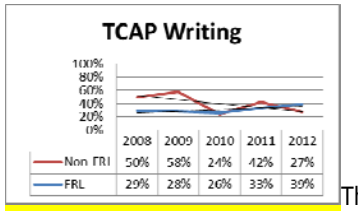
The percentage of Non-ELL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP reading decreased slightly from 48%, 40%, 42%, 45%, 43% between 2008-2012 but remains below the state expectations of 72%. The percentage of ELL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has increased slightly from 47%, 39%, 45%, 42%, 58% between 2008-2012 but remains below the state expectations of 72%. ELL students are outperforming Non-ELL students by 15%.

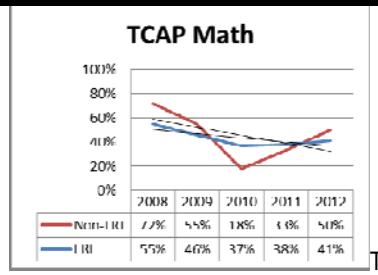
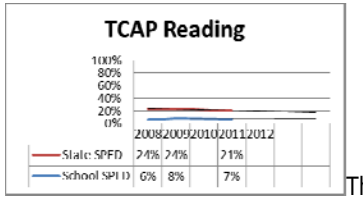


The percentage of Non-ELL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP writing decreased slightly from 33%, 28%, 25%, 33%, 23% between 2008-2012 but remains below the state expectations of 54%. The percentage of ELL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has increased slightly from 30%, 34%, 27%, 34%, 46% between 2008-2012 but remains below the state expectations of 54%. ELL students are outperforming Non-ELL students by 23%.

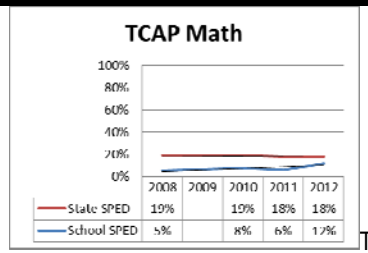


The percentage of Non-ELL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP math decreased from 59%, 42%, 34%, 33%, 32% between 2008-2012 but remains below the state expectations of 71%. The percentage of ELL students in

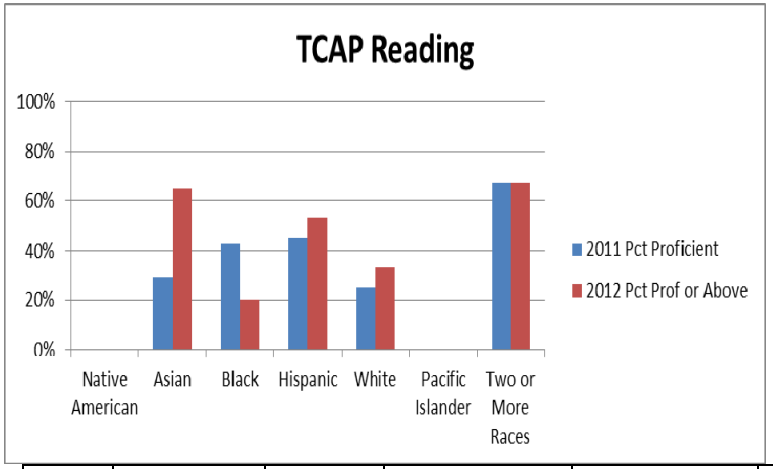
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	grades 3-5 scoring proficient or advanced on CSAP/TCAP has decreased from 56%, 50%, 36%, 40%, 47% between 2008-2012 but remains below the state expectations of 71%. ELL students are outperforming Non-ELL students by 15%.  The percentage of Non-FRL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP reading decreased slightly from 61%, 53%, 35%, 63%, 55% between 2008-2012 but remains below the state expectations of 72%. The percentage of FRL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has increased slightly from 45%, 38%, 45%, 41%, 52% between 2008-2012 but remains below the state expectations of 72%. Non-FRL students are outperforming FRL students by 3%.  The percentage of Non-FRL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP writing decreased slightly from 50%, 58%, 24%, 42%, 27% between 2008-2012 but remains below the state expectation of 54%. The percentage of FRL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has increased slightly from 29%, 28%, 26%, 33%, 39% between 2008-2012 but remains below the state expectation of 54%. FRL students are outperforming Non-FRL students by 12%.		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 The percentage of Non-FRL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP math decreased from 72%, 55%, 18%, 33%, 50% between 2008-2012 but remains below the state expectations of 71%. The percentage of FRL students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has decreased slightly from 55%, 46%, 37%, 38%, 41% between 2008-2012 but remains below the state expectations of 71%. Non-FRL students are outperforming FRL students by 9%.  The percentage of School SPED students in grades 3-5 scoring proficient or advanced on CSAP/TCAP reading has increased slightly from 6%, 8%, 7% between 2008-2012 but remains below the state expectations of 72%. School SPED students are underperforming State SPED students by 14%.		

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



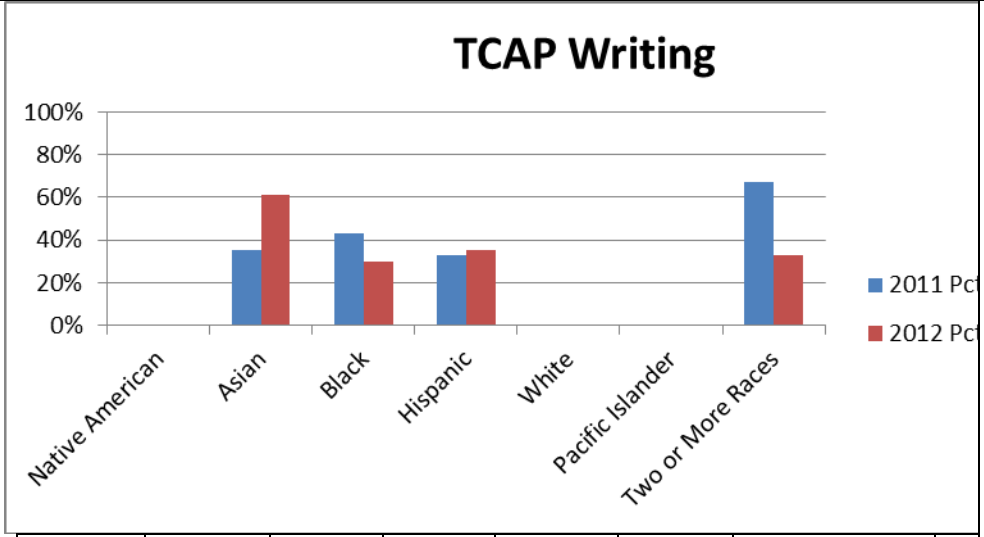
The percentage of School SPED students in grades 3-5 scoring proficient or advanced on CSAP/TCAP math increased slightly from 5%, 8%, 6%, 12% between 2008-2012 but remains below the state expectations of 71%.



	Native American	Asian	Black	Hispanic	White	Hawaiian/Pacific Islan
2011	#N/A	29%	43%	45%	25%	#N/
2012	#N/A	65%	20%	53%	33%	#N/

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of Asian students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has increased from 29%, 65% between 2011-2012 but remains below the state expectation of 72%. The percentage of Black students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has decreased from 43%, 20% between 2011-2012 but remains below the state expectation of 72%. The percentage of Hispanic students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has increased from 45%, 53% between 2011-2012 but remains below the state expectation of 72%. The percentage of White students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has increased from 24%, 33% between 2011-2012 but remains below the state expectation of 72%. The percentage of More Than One Ethnicity students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has remained the same from 67%, 67%% between 2011-2012 but remains below the state expectation of 72%. More Than One Ethnicity Students are outperforming Asian, Black, Hispanic, and White students by 2%, 27%, 14%, 34%. Asian students are outperforming Black, Hispanic, and White students by 45%, 12%, 32%.		

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

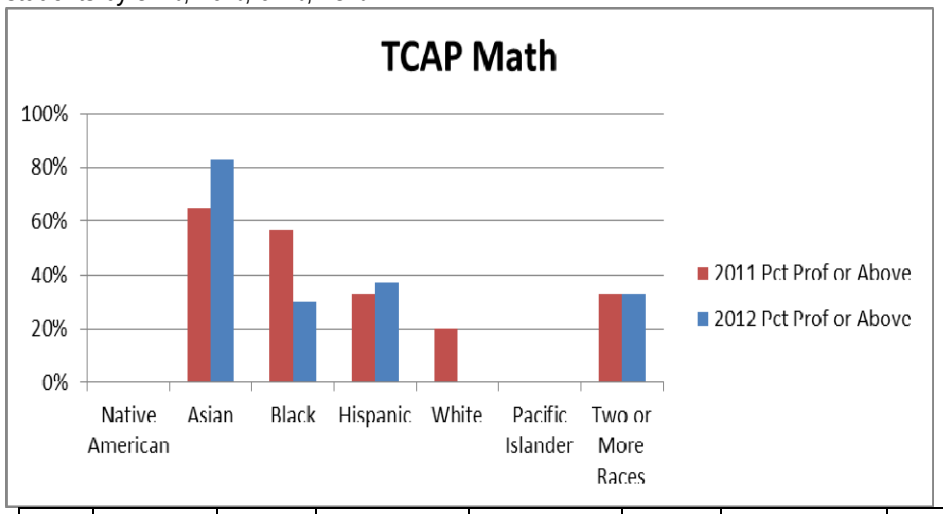


	Native American	Asian	Black	Hispanic	White	Hawaiian/Pacific Islanders	Me tha on
2011	#N/A	35%	43%	33%	0%	#N/A	
2012	#N/A	61%	30%	35%	0%	#N/A	

The percentage of Asian students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has increased from 35%, 61% between 2011-2012 but remains below the state expectation of 54%.
The percentage of Black students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has decreased from 43%, 30% between 2011-2012 but remains below the state expectation of 54%.
The percentage of Hispanic students in grades 3-5 scoring proficient or advanced on

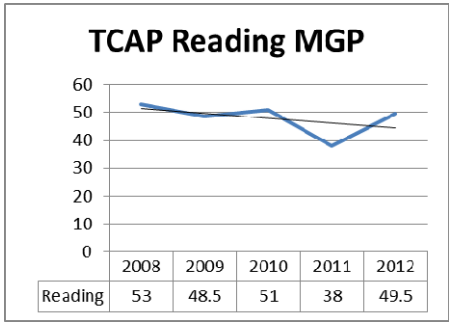
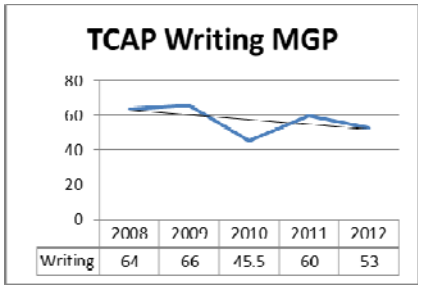
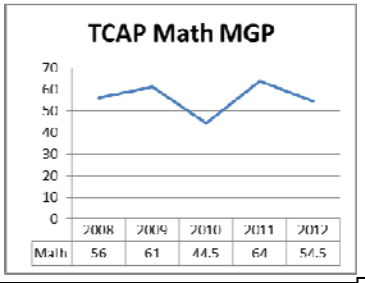
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

CSAP/TCAP has increased from 33%, 35% between 2011-2012 but remains below the state expectation of 54%.
The percentage of White students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has remained the same from 0%, 0% between 2011-2012 but remains below the state expectation of 54%.
The percentage of More Than One Ethnicity students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has decreased from 67%, 33% between 2011-2012 but remains below the state expectation of 54%.
Asian students are outperforming Black, Hispanic, White and More Than One Ethnicity students by 31%, 26%, 61%, 28%.



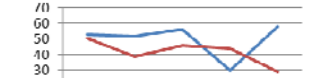
	Native American	Asian	Black	Hispanic	White	Hawaiian/Pacific Islanders	More than one
2011	#N/A	65%	57%	33%	20%	#N/A	33%
2012	#N/A	83%	30%	37%	0%	#N/A	33%

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of Asian students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has increased from 65%, 83% between 2011-2012 and is higher than the state expectation of 71%. The percentage of Black students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has decreased from 57%, 30% between 2011-2012 but remains below the state expectation of 71%. The percentage of Hispanic students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has increased from 33%, 37% between 2011-2012 but remains below the state expectation of 71%. The percentage of White students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has decreased from 20%, 0% between 2011-2012 but remains below the state expectation of 71%. The percentage of More Than One Ethnicity students in grades 3-5 scoring proficient or advanced on CSAP/TCAP has remained the same from 33%, 33% between 2011-2012 but remains below the state expectation of 71%. Asian students are outperforming Black, Hispanic, White and More Than One Ethnicity students by 53%, 46%, 83%, 50%.		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	 The MGP for 3-5 grade students has declined slightly over the last 5 years from 2008-2012 from 53, 48.5, 51, 38, 49.5 which is below the state expectation of 55 MGP.  The MGP for 3-5 grade students has declined slightly over the last 5 years from 2008-2012 from 64, 66, 45.5, 60, 53 which is below the state expectation of 55 MGP.  The MGP for 3-5 grade students has declined slightly over the last 5 years from 2008-2012 from 56, 61, 44.5, 64, 54.5 which is below the state expectation of 55 MGP. -MGP for ELL students on TCAP Reading has increased over the last 5 years from 2008-2012 from 53, 52, 56, 30, 58 which is above the state expectation of 55 MGP. -MGP for Non-ELL students on TCAP Reading has decreased over the last 5 years from 2008-2012 from 50.5, 39, 46, 44, 29 which is below the state expectation of 55 MGP. -MGP for ELL students is greater than Non-ELLs by 29 MGP.	ELLs MGP has been higher than the non-ELL MGP from 2009-2012 in reading ,writing and math with a gap of 10-27 MGP in reading; with a gap of 4.5-48.5 MGP in writing; and a gap of 3 to 16.5 MGP in math.	Assumptions are being made about the skill level of Non-ELLs therefore Non-ELLs are not receiving targeted instruction based on Non-ELL student needs; (eg vocabulary, academic and oral language development).

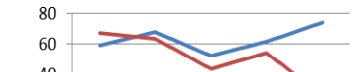
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

TCAP Reading MGP



	2008	2009	2010	2011	2012
ELL	53	52	56	30	58
Non-ELL	50.5	39	46	44	29

TCAP Writing MGP

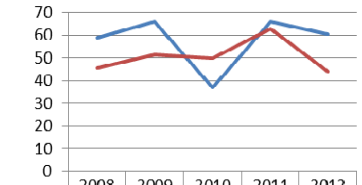


	2008	2009	2010	2011	2012
ELL	59	68	52.5	61.5	74
Non-ELL	67.5	63.5	43.5	54	25.5

-MGP for ELL students on TCAP Writing has increased over the last 5 years from 2008-2012 from 59, 68, 52.5, 61.5, 74 which is above the state expectation of 55 MGP.
-MGP for Non-ELL students on TCAP Writing has decreased over the last 5 years from 2008-2012 from 67.5, 63.5, 43.5, 54, 25.5 which is below the state expectation of 55 MGP.
-MGP for ELL students is greater than Non-ELLs by 48.5 MGP.

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

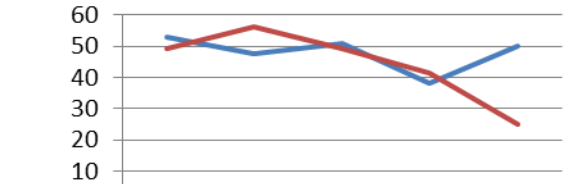
TCAP Math MGP



	2008	2009	2010	2011	2012
FII	59	66	37	66	60.5
Non-ELL	45.5	51.5	50	63	44

-MGP for ELL students on TCAP Math has increased over the last 5 years from 2008-2012 from 59, 66, 37, 66, 60.5 which is above the state expectation of 55 MGP.
-MGP for Non-ELL students on TCAP Math has decreased over the last 5 years from 2008-2012 from 45.5, 51.5, 50, 63, 44 which is below the state expectation of 55 MGP.
-MGP for ELL students is greater than Non-ELLs by 16.5 MGP.

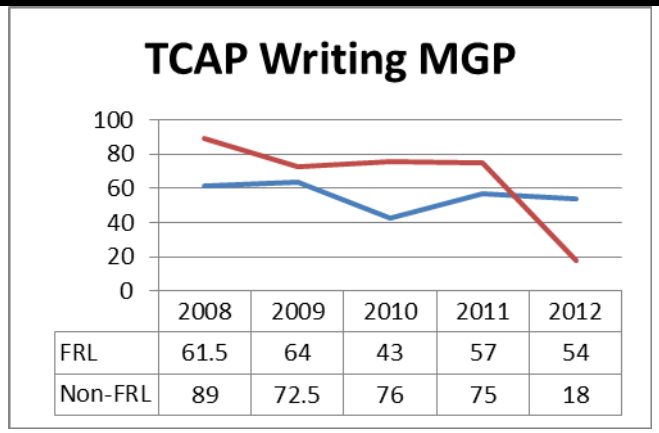
TCAP Reading MGP



	2008	2009	2010	2011	2012
FRL	53	47.5	51	38	50
Non-FRL	49	56	49	41.5	25

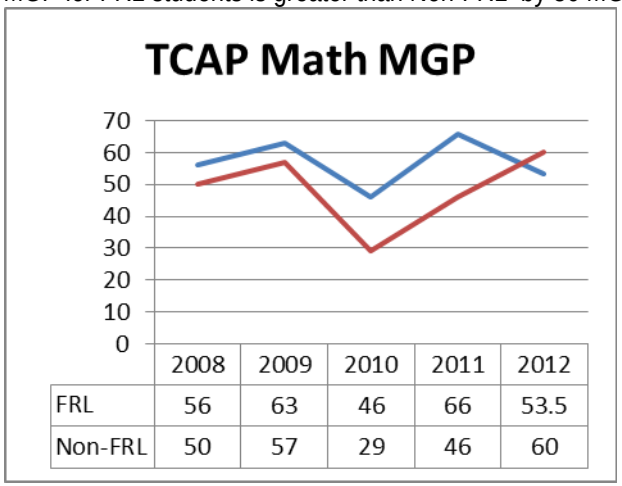
MGP for FRL students on TCAP Reading has increased over the last 5 years from 2008-2012 from 53, 47.5, 51, 38, 50 which is below the state expectation of 55 MGP.
MGP for Non-FRL students on TCAP Reading has decreased over the last 5 years from 2008-2012 from 49, 56, 49, 41.5, 25 which is below the state expectation of 55 MGP.
MGP for FRL students is greater than Non-FRL by 25 MGP.

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



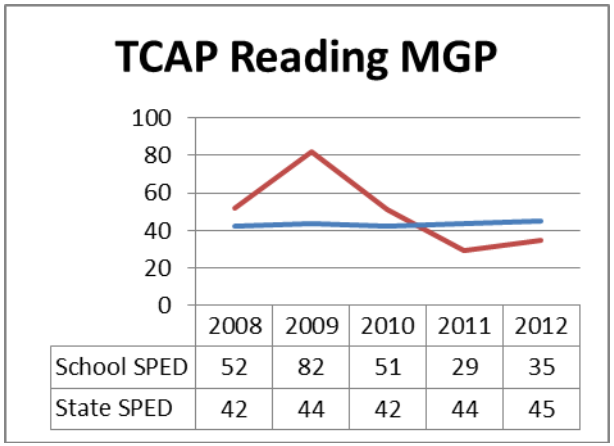
	2008	2009	2010	2011	2012
FRL	61.5	64	43	57	54
Non-FRL	89	72.5	76	75	18

MGP for FRL students on TCAP Writing has decreased over the last 5 years from 2008-2012 from 61.5, 64, 43, 57, 54 which is below the state expectation of 55 MGP.
MGP for Non-FRL students on TCAP Writing has decreased over the last 5 years from 2008-2012 from 89, 72.5, 76, 75, 18 which is below the state expectation of 55 MGP.
MGP for FRL students is greater than Non-FRL by 36 MGP.

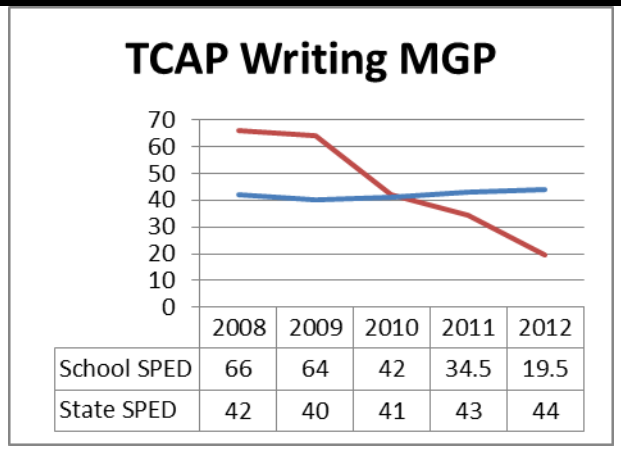


	2008	2009	2010	2011	2012
FRL	56	63	46	66	53.5
Non-FRL	50	57	29	46	60

MGP for FRL students on TCAP Math has decreased over the last 5 years from 2008-

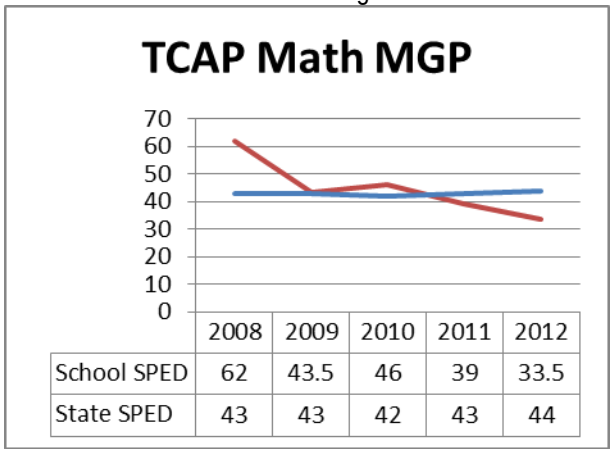
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2012 from 56, 63, 46, 66, 53.5 which is below the state expectation of 55 MGP. MGP for Non-FRL students on TCAP Math has increased over the last 5 years from 2008-2012 from 50, 57, 29, 46, 60 which is above the state expectation of 55 MGP. MGP for Non-FRL students is greater than FRL by 6.5 MGP.  2008 2009 2010 2011 2012 School SPED 52 82 51 29 35 State SPED 42 44 42 44 45 MGP for School SPED students on TCAP Reading has decreased over the last 5 years from 2008-2012 from 52, 82, 51, 29, 35 which is below the state expectation of 55 MGP. MGP for State SPED students is greater than School SPED students by 10 MGP.		

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



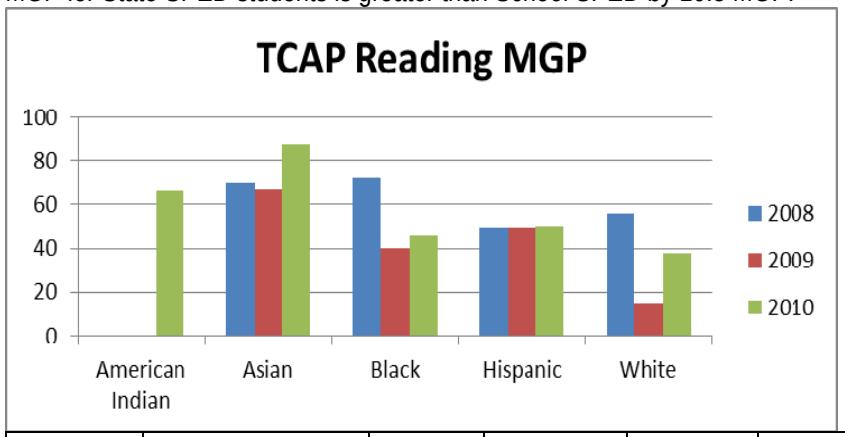
MGP for School SPED students on TCAP Writing has decreased over the last 5 years from 2008-2012 from 66, 64, 42, 34.5, 19.5 which is below the state expectation of 55 MGP.

MGP for State SPED students is greater than School SPED by 24.5 MGP.



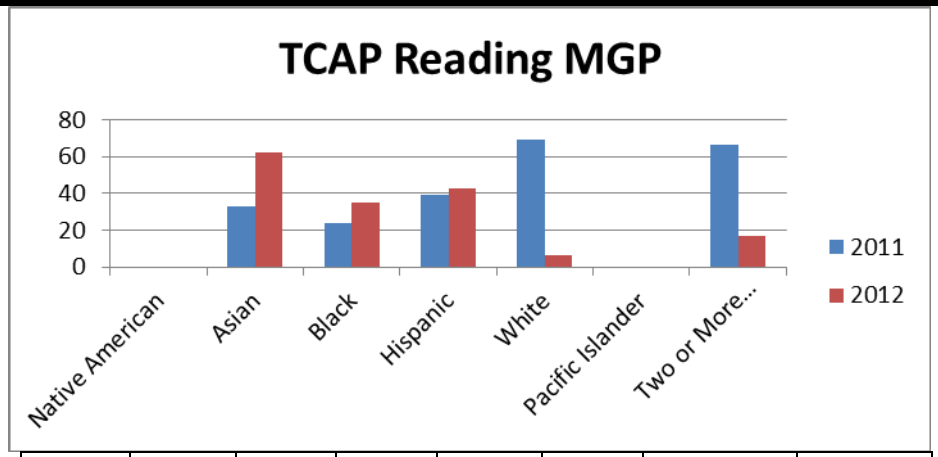
MGP for School SPED students on TCAP Math has decreased over the last 5 years from 2008-2012 from 62, 43.5, 46, 39, 33.5 which is below the state expectation of 55 MGP.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	MGP for State SPED students is greater than School SPED by 10.5 MGP.		



Reading	American Indian	Asian	Black	Hispanic	White
2008	#N/A	70	72.5	50	56
2009	#N/A	67	40	49.5	15
2010	66	88	46	50.5	38

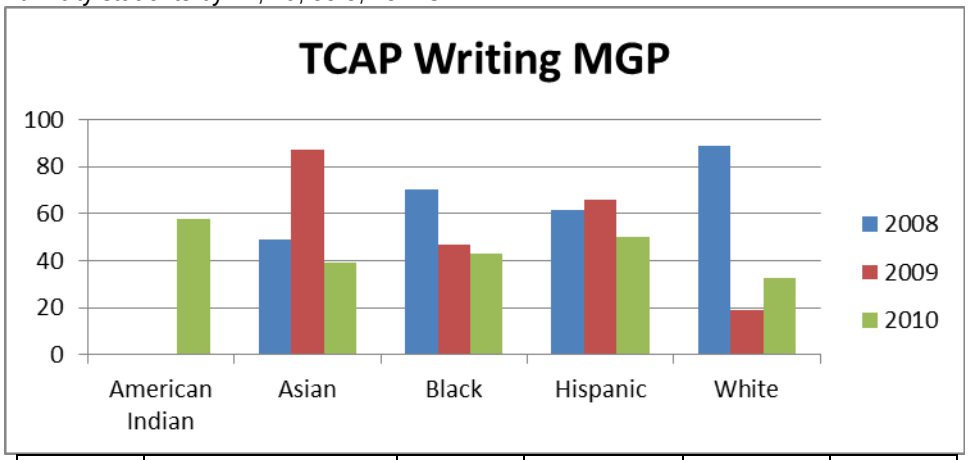
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes



	Native American	Asian	Black	Hispanic	White	Hawaiian/Pacific Islanders	More than one
2011	#N/A	33	24	39	69	#N/A	66.5
2012	#N/A	62	35	43	6.5	#N/A	17

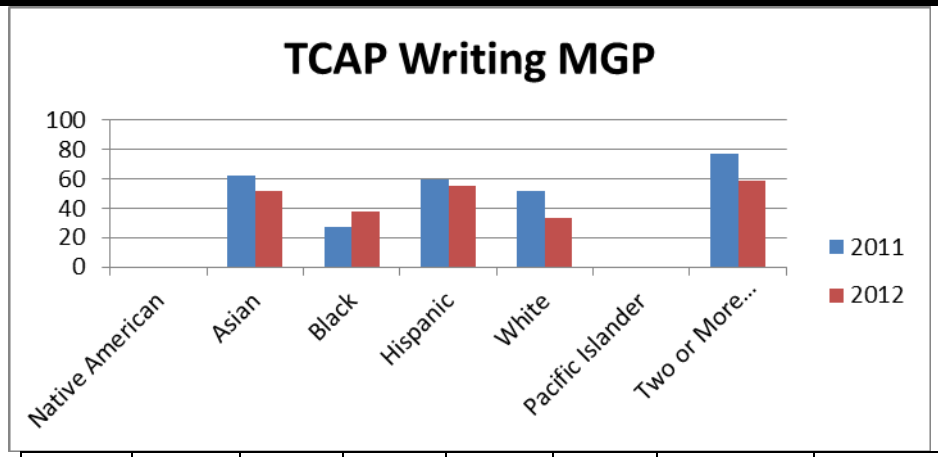
MGP for Asian students on TCAP Reading has decreased over the last 5 years from 2008-2012 from 70, 67, 88, 33, 62 which is above the state expectation of 55 MGP.
MGP for Black students on TCAP Reading has decreased significantly over the last 5 years from 2008-2012 from 72.5, 40, 46, 24, 34 which is below the state expectation of 55 MGP.
MGP for Hispanic students on TCAP Reading has decreased over the last 5 years from 2008-2012 from 50, 49.5, 50.5, 39, 43 which is below the state expectation of 55 MGP.
MGP for White students on TCAP Reading has decreased significantly over the last 5 years from 2008-2012 from 56, 15, 38, 69, 6.5 which is below the state expectation of 55 MGP.
MGP for More Than One Ethnicity students on TCAP Reading has decrease over the last 2 years from 2011-2012 from 66.5, 17 which is below the state expectation of 55 MGP.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	MGP for Asian students is greater than Black, Hispanic, White, and More Than One Ethnicity students by 27, 19, 55.5, 45 MGP.		



Writing	American Indian	Asian	Black	Hispanic	White
2008	#N/A	49	70.5	61.5	89
2009	#N/A	87	47	66	19
2010	58	39	43	50	32.5

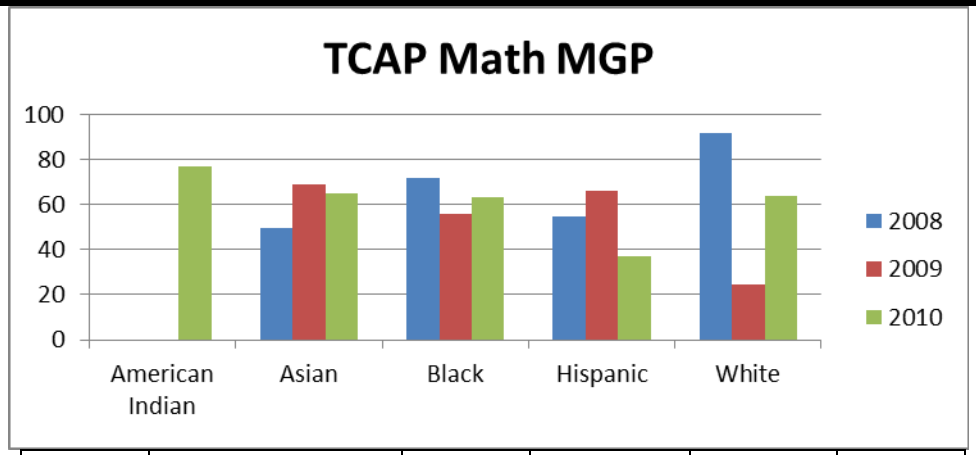
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes



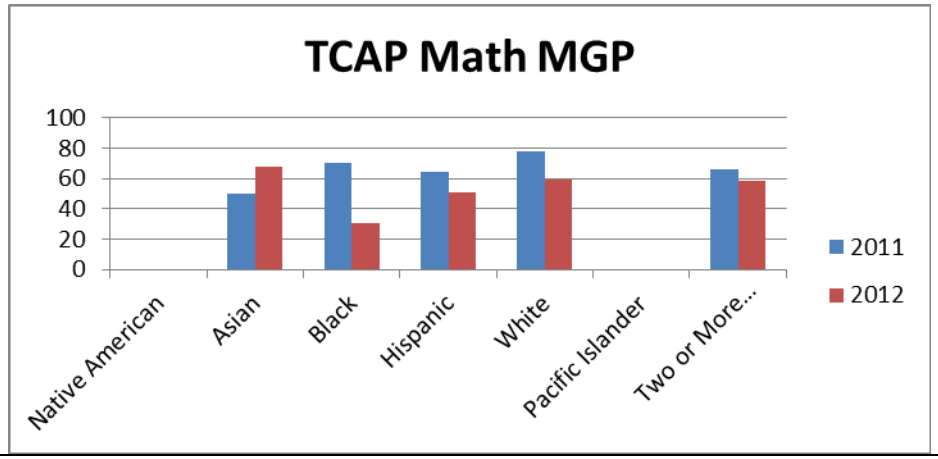
	Native American	Asian	Black	Hispanic	White	Hawaiian/Pacific Islanders	More than one
2011	#N/A	62	27	59.5	52	#N/A	77
2012	#N/A	52	37.5	55	33	#N/A	59

MGP for Asian students on TCAP Writing has increased over the last 5 years from 2008-2012 from 49, 87, 39, 62, 52 which is below the state expectation of 55 MGP.
MGP for Black students on TCAP Writing has decreased over the last 5 years from 2008-2012 from 70.5, 47, 43, 27, 37.5 which is below the state expectation of 55 MGP.
MGP for Hispanic students on TCAP Writing has decreased over the last 5 years from 2008-2012 from 61.5, 66, 50, 59.5, 55 which is at the state expectation of 55 MGP.
MGP for White students on TCAP Writing has decreased over the last 5 years from 2008-2012 from 89, 19, 32.5, 52, 33 which is below the state expectation of 55 MGP.
MGP for More Than One Ethnicity students on TCAP Writing has decreased over the last 2 years from 2011-12 from 77, 59 which is above the state expectation of 55 MGP.
MGP for More Than One Ethnicity students is greater than Asian, Black, Hispanic, and White students by 7, 21.5, 4, 36 MGP.

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



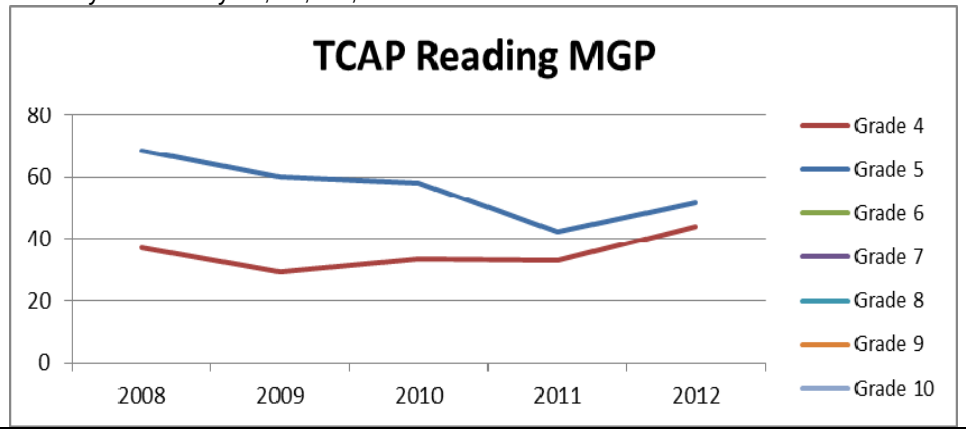
Math	American Indian	Asian	Black	Hispanic	White
2008	#N/A	49.5	72	54.5	92
2009	#N/A	69	56	66	24.5
2010	77	65	63	37	64



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

	Native American	Asian	Black	Hispanic	White	Hawaiian/Pacific Islanders	More than one
2011	#N/A	50	70	64.5	78	#N/A	66
2012	#N/A	68	31	51	59.5	#N/A	58

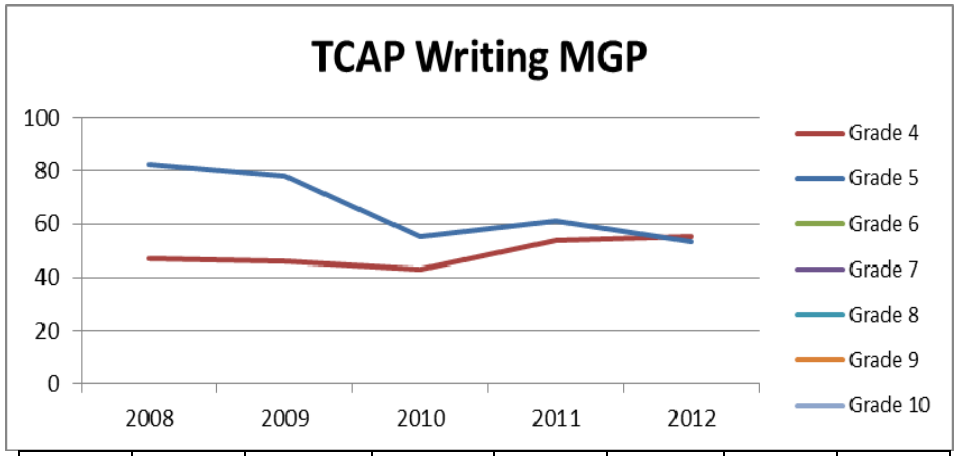
MGP for Asian students on TCAP Math has increased over the last 5 years from 2008-2012 from 49.5, 69, 65, 50, 68 which is above the state expectation of 55 MGP.
MGP for Black students on TCAP Math has decreased over the last 5 years from 2008-2012from 72, 56, 63, 70, 31 which is below the state expectation of 55 MGP.
MGP for Hispanic students on TCAP Math has increased then decreased over the last 5 years from 2008-2012 from 54.5, 66, 37, 64.5, 51 which is below the state expectation of 55 MGP.
MGP for White students on TCAP Math has decreased over the last 5 years from 2008-2012 from 92, 24.5, 64, 78, 59.5 which is above the state expectation of 55 MGP.
MGP for More Than One Ethnicity students on TCAP Math has decreased over the last 2 years from 2011-12 from 66, 58 which is above the state expectation of 55 MGP.
MGP for Asian students is greater than Black, Hispanic, and White, and More Than One Ethnicity students by 37, 17, 8.5, 10 MGP.



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

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
2008	37	68.5	#N/A	#N/A	#N/A	#N/A	#N/A
2009	29.5	60	#N/A	#N/A	#N/A	#N/A	#N/A
2010	33.5	58	#N/A	#N/A	#N/A	#N/A	#N/A
2011	33	42.5	#N/A	#N/A	#N/A	#N/A	#N/A
2012	44	51.5	#N/A	#N/A	#N/A	#N/A	#N/A

The MGP for 4th Grade students on TCAP Reading has increased slightly over the last 5 years from 2008-2012 from 37, 29.5, 33.5, 33, 44 which is below the state expectation of 55 MGP.
The MGP for 5th Grade students on TCAP Reading has decreased over the last 5 years from 2008-2012 from 68.5, 60, 58, 42.5, 51.5 which is below the state expectation of 55 MGP.
5th Grade MGP is greater than 4th grade by 7.5 MGP.

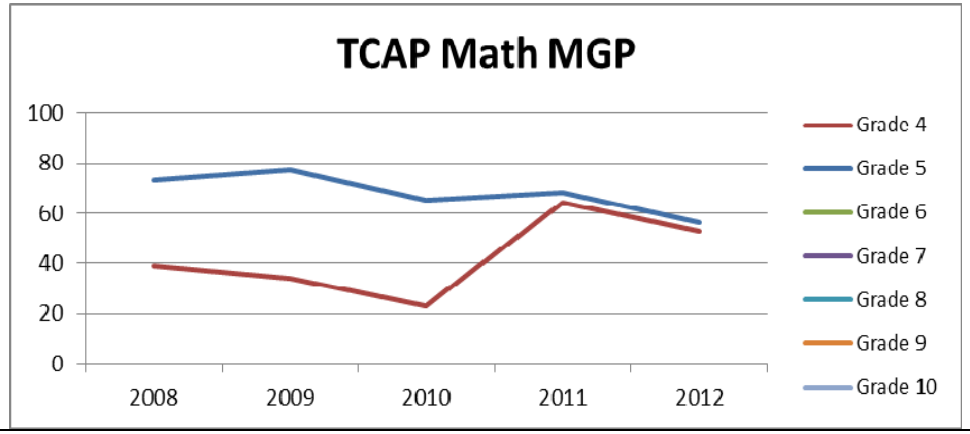


	Grade	Grade 5	Grade	Grade	Grade	Grade	Grade

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

	4		6	7	8	9	10
2008	47	82.5	#N/A	#N/A	#N/A	#N/A	#N/A
2009	46	78	#N/A	#N/A	#N/A	#N/A	#N/A
2010	43	55	#N/A	#N/A	#N/A	#N/A	#N/A
2011	53.5	61	#N/A	#N/A	#N/A	#N/A	#N/A
2012	55	53	#N/A	#N/A	#N/A	#N/A	#N/A

The MGP for 4th Grade students on TCAP Writing has increased slightly over the last 5 years from 2008-2012 from 47, 46, 43, 53.5, 55 which is at the state expectation of 55 MGP.
The MGP for 5th Grade students on TCAP Writing has decreased over the last 5 years from 2008-2012 from 82.5, 78, 55, 61, 53 which is below the state expectation of 55 MGP.
4th Grade MGP is greater than 5th grade by 2 MGP.



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

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
2008	39	73	#N/A	#N/A	#N/A	#N/A	#N/A
2009	34	77	#N/A	#N/A	#N/A	#N/A	#N/A
2010	23	65	#N/A	#N/A	#N/A	#N/A	#N/A
2011	64	68	#N/A	#N/A	#N/A	#N/A	#N/A
2012	53	56	#N/A	#N/A	#N/A	#N/A	#N/A

The MGP for 4th Grade students on TCAP Math has increased over the last 5 years from 2008-2012 from 39, 34, 23, 64, 53 which is below the state expectation of 55 MGP.
The MGP for 5th Grade students on TCAP Math has decreased over the last 5 years from 2008-2012 from 73, 77, 65, 68, 56 which is above the state expectation of 55 MGP.
5th Grade MGP is greater than 54th grade by 3 MGP.

CELA Median Growth Percentiles

Grade	2009	2010	2011	2012	11-12 Change
	School Dist	School Dist	School Dist	School Dist	School Dist
1	** 45	72.5 50	53.0 46	48.5 49	-4.5 3
2	** 52	65.0 54	72.0 54	67.0 54	-5.0 0
3	** 48	49.0 52	52.0 51	28.0 51	-24.0 0
4	20.0 50	41.5 52	54.0 50	42.0 54	-12.0 4
5	** 51	64.0 52	** 54	26.0 57	** 3

The MGP for 2nd grade on CELA (Overall) has increased over the last 4 years from

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2009-2012 from **, 65, 72, 67 which is higher than the 2012 district MGP of 54. The MGP for 3rd grade on CELA (Overall) has decreased over the last 4 years from 2009-2012 from **, 49, 52, 28 which is lower than the 2012 district MGP of 51.		
Academic Growth Gaps			
Post Secondary & Workforce Readiness			

cde

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

Data Narrative for School

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

Data Narrative for School

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

Narrative:

Schmitt Elementary is an ECE through fifth grade elementary school. There are three grade level teachers at ECE, 1st, 2nd, and 3rd grade, while 4th & 5th grade have 2.5 (1 4/5 split). The demographics of Schmitt consist of 93.4% free and reduced lunch; 87.8% minority combined; 60.2% English language learners and 7.4% Special Education.

On Thursday, August 23, 2012 Schmitt's School Improvement Partner, Suzie Moore presented professional development to the Schmitt staff on the Unified Improvement Process: The staff sat in vertical teams to look at last year's targets to compare them to this year's actual scores:

Actuals	*Scores*
Reading	*52%*
Writing	*38%*
Math	*42%*
Science	*18%*

DPS 2012 Unified Improvement Plan Targets

School Name: Schmitt Elementary School
School Number:271

DPS UIP 2011-12 Targets:

Performance Indicators[60]	Measures/Metrics		Baseline % P+A	DPS Targets for Schmitt Elementary School			
			2011	2012	2013	2014	2015
Academic Achievement (Status)	CSAP Description: %P+A in reading, math, writing, and science	Reading	42%	48%	54%	57%	63%
		Math	37%	44%	50%	57%	63%
		Writing	32%	36%	39%	43%	47%
		Science	8%	16%	24%	33%	41%

The outcome of the vertical discussions concluded that Schmitt:

Met reading target

Did not meet writing target

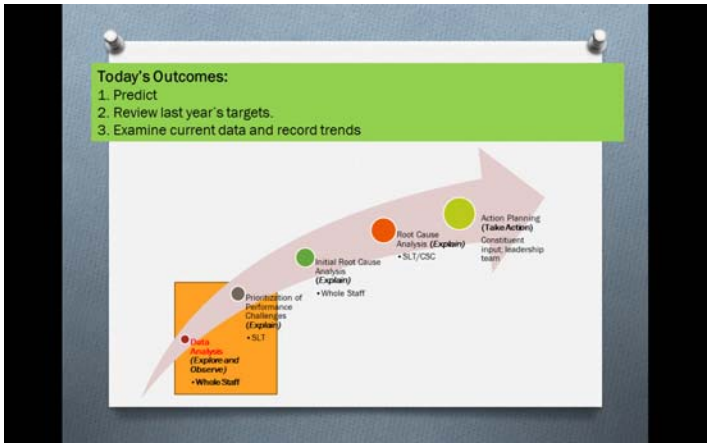
Did not meet math target

The vertical teams were asked why we did or did not meet the various targets. The staff responded:

The reading target was met due to literacy focus in 2011-12, reading intervention resources, small group instruction, primary teachers created a foundation for reading, and 3rd grade Imagine Learning Literacy/Language software implemented in 3rd grade.

The writing and math targets were not met due to limited interventions in math, the need for academic language and common language across content for transference, continue to build reading to increase writing (transference), explicitly connect reading and writing, writing progress monitoring is limited.

The staff then vertically looked at data; *the staff looked at both CSAP/TCAP status and growth data as well as CELA growth data and wrote trends noticed in the data.*



September 14, 2012 meeting: Suzie Moore (Data Assessment Partner), Karla Gruenwald (Assistant Principal), and Patty Gonzales (Principal) met to clarify questions and work on next steps; which included reviewing and narrowing teacher's data analysis (Trends), and creating trend statements.

September 24, 2012 meeting: Suzie Moore (Data Assessment Partner) , Karla Gruenwald (Assistant Principal), and Patty Gonzales (Principal) met to review trend statements for SLT and Leadership meeting on September 26, 2012.

September 26, 2012 SLT members (Patty Gonzales, Paula Vories, Dolores Sandoval, Nicole Christopherson, Yolanda Casteneda, Calvin Van Wieren, and Suzie Moore) developed seven performance challenges from combining notable trends. SLT also used the criteria of necessity, leverage and endurance to prioritize the following two priority performance challenges; Priority Performance Challenge 1) Growth: The ELL MGP has been higher than the Non-ELL MGP for the last 4 years (2009-2012) in reading, writing and math with a gap of 10-27 MGP in reading; with a gap of 4.5-48.5 MGP in writing; with a gap of 3-16.5 MGP in Math with Non-ELL students are trending below the state expectation of 55 MGP. Priority Performance Challenge 2) Status: All tested students scoring proficient or above in math and science has declined from 2008-2012 with scores of 57%, 47%, 35%, 37%, 42% for math; 16%, 15%, 13%, 8%, 18% for science and have been below the state expectation of 71% in math and 48% in science.

These criteria (necessity, leverage and endurance) helped us determine the magnitude of our challenges. When looking at math and science we realized this encompasses all students. Every grade level has two integrated units that integrate math, science and the common core standards. When looking at ELL vs Non-ELL this encompasses all students at Schmitt Elementary.

October 3, 2012 SLT Members (Patty Gonzales, Paula Vories, Nicole Christopherson, Yolanda Casteneda, Calvin Van Wieren) started the root cause analysis by narrowing possible explanations to explain the priority performance challenges gathered from the staff. SLT took the two priority performance challenges to the grade levels where each staff member brainstormed possible explanations. During this time SLT narrowed, using the necessity, leverage and endurance criteria as well as eliminating possible explanations not in our control and keeping the explanations that are within our control. From these narrowed possible explanations. The possible explanation were:

Priority Performance Challenge 1) Growth: The ELL MGP has been higher than the Non-ELL MGP for the last 4 years (2009-2012) in reading, writing and math with a gap of

10-27 MGP in reading; with a gap of 4.5-48.5 MGP in writing; with a gap of 3-16.5 MGP in Math with Non-ELL students are trending below the state expectation of 55 MGP.

Possible Explanations:

Due to social skill of Non-ELLs, teachers assume Non-ELLs are understanding content and as a result language is not being developed (eg vocabulary, academic and oral language development) and as a result non-ELLs may not be getting targeted focused instruction; language development: vocabulary, oral and academic language.

Priority Performance Challenge 2) Status: All tested students scoring proficient or above in math and science has declined from 2008-2012 with scores of 57%, 47%, 35%, 37%, 42% for math; 16%, 15%, 13%, 8%, 18% for science and have been below the state expectation of 71% in math and 48% in science.

Possible Explanations:

Reading and Writing have been the focus at Schmitt Elementary.

Everyday Math Spiral targets more than one grade level's standards.

Number Sense focus added which impacted time available for EDM; teachers selecting what was to be taught could have impacted fidelity of spiral.

Longer Reading blocks reduced minutes for science.

While Science is tested in fifth grade; fidelity to teaching science ECE through fifth grade may not be occurring. Science may be getting infused through literacy.

With regards to AVENUES curriculum which was not utilized 2011-12, science connections may not be occurring when opportunities present themselves.

SLT Members (Patty Gonzales, Paula Vories, Nicole Christopherson, Yolanda Casteneda, Calvin Van Wieren) then utilized the five whys process to determine the following root causes and determined the following:

Priority Performance Challenge 1) Growth: The ELL MGP has been higher than the Non-ELL MGP for the last 4 years (2009-2012) in reading, writing and math with a gap of 10-27 MGP in reading; with a gap of 4.5-48.5 MGP in writing; with a gap of 3-16.5 MGP in Math with Non-ELL students are trending below the state expectation of 55 MGP. Priority Performance Challenge

Root Cause:

Assumptions are being made about the skill level of Non-ELLs therefore Non-ELLs are not receiving targeted instruction based on Non-ELL student needs; (eg vocabulary, academic and oral language development).

Priority Performance Challenge 2) Status: All tested students scoring proficient or above in math and science has declined from 2008-2012 with scores of 57%, 47%, 35%, 37%, 42% for math; 16%, 15%, 13%, 8%, 18% for science and have been below the state expectation of 71% in math and 48% in science.

Root Cause:

While math has increased from 2011-2012 (37%-42%); it has decreased from 2009-2012 (57%-42%); for math, we need to have focus on grade level standards as opposed to a spiral which incorporates other grade level standards. (eg: 3rd Grade focus is 3rd grade standards for math not 2nd, 3rd, and 4th grade standards). Thus increasing time allotted for grade level and standards being taught; for science time is not being allocated to science where each grade level (ECE-5th grade has an allotted number of minutes dedicated to Science instruction and teachers need to connect AVENUES when science connection presents the opportunity.

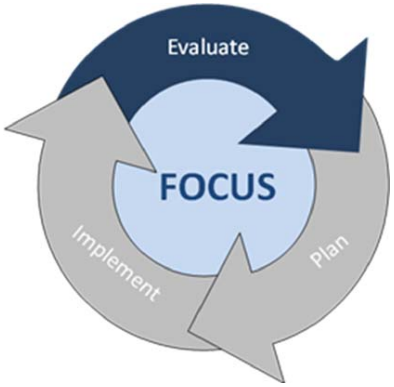
October 4, 2012 The Collaborative School Committee (Patty Gonzales (Principal), Barbara Marchetti (1st Grade teacher) and Maria Puente (Parent) met to review Unified Improvement Plan process. At this meeting the committee discussed the process of looking at data, creating trend statements, creating performance challenges, prioritizing the

performance challenges and utilizing the root cause analysis to determine the root cause of the priority performance challenges. While at this meeting we also discussed next steps which will include actions steps. The CSC discussed the importance of having a Parent goal as part of the UIP such as supporting their children at home through real world opportunities; e.g. while driving asking their child their multiplication facts; while cooking, measuring and discussion of math concepts at home.

Leadership worked on action steps to eliminate or substantially reduce the root cause. Actions steps are to be progress monitored using interim measures (formative assessments, exit slips, RSAs, and teacher created assessments).

Section IV: Action Plan(s)

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



School Target Setting Form

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

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

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2012-13	Annual Performance Targets 2013-14	Interim Measures for 2012-13	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R					
		M	All tested students scoring proficient or above in math or science has declined form 2008-2012 with scores of 57%, 47%, 35%, 37%, 42% for math and 16%, 15%, 13%, 8%, 18% in science and have been below the state expectation of 71% on math and 48% in science.	All students in grades 3-5 scoring proficient or advanced on TCAP math will be 50%.	All students in grades 3-5 scoring proficient or advanced on TCAP math will be 57%.	Math: CCSS Formative Assessments for Math; 6 week cycles; RSAs, Exit Slips, teacher made assessments.	Math: Utilizing formative assessment every 6 weeks to measure master of grade level standards; teachers will determine if mastery has been achieved. If mastery has not been achieved, teachers will reteach, and progress monitor beyond 6 wk cycle.
		W					
		S	All tested scoring proficient or above in math or science has declined form 2008-2012 with scores of 57%, 47%, 35%, 37%, 42% for math and 16%, 15%, 13%, 8%, 18% in science and have been below the state expectation of 71% on math and 48% in science.	All students in grades 3-5 scoring proficient or advanced on TCAP science will be 24%.	All students in grades 3-5 scoring proficient or advanced on TCAP science will be 33%.	Science:Tracks assessments, progress monitoring are to be determined.	Science: ECE-5th grade teachers will allocate time to Science on a consistent basis; (eg 45-55 minutes).

Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	All tested ELLs MGP has been higher than the non-ELL MGP from 2009-2012 in reading, writing and math with a gap of 10-27 MGP in reading; with a gap of 4.5-48.5 MGP in writing; and a gap of 3 to 16.5 MGP in math with non-ELL students trending below the state expectation of 55 MGP.	In reading, non-ELLs will have an MGP of 55 and ELLs will have an MGP of 50.	All students in grades 3-5 scoring proficient or advanced on TCAP reading will be 55 MGP	Reading: CCSS Formative Assessments every 6 weeks; STAR, Running records. For Kindergarten and 3rd grade Imagine Learning (aligned with CCSS) assessments.	Reading: Utilizing a body of evidence; e.g. formative assessment every 6 weeks to measure master of grade level standards; teachers will determine if mastery has been achieved. If mastery has not been achieved, teachers will reteach, and progress monitor beyond 6 wk cycle using a body of evidence to include but not limited by DRA2/EDL2 running records, STAR, 1:1 conferences (to determine next steps for student).
		M	All tested ELLs MGP has been higher than the non-ELL MGP from 2009-2012 in reading ,writing and math with a gap of 10-27 MGP in reading; with a gap of 4.5-48.5 MGP in writing; and a gap of 3 to 16.5 MGP in math with non-ELL students trending below the state expectation of 55 MGP.	In math, non-ELLs and ELLs will have an MGP of 55.	All students in grades 3-5 scoring proficient or advanced on TCAP math will be 55 MGP	Reading: CCSS Formative Assessments every 6 weeks, exit slips, RSAs, teacher made assessments.	Reading: Utilizing a body of evidence; e.g. formative assessment every 6 weeks to measure master of grade level standards; teachers will determine if mastery has been achieved. If mastery has not been achieved, teachers will reteach, and progress monitor beyond 6 wk cycle, exit slips, RSAs, 1:1 conferences to determine next steps for student.
		W	All tested ELLs MGP	In writing, non-ELLs and	All students in grades 3-	Step up to writing progress	Writing: Utilizing a body of

			has been higher than the non-ELL MGP from 2009-2012 in reading ,writing and math with a gap of 10-27 MGP in reading; with a gap of 4.5-48.5 MGP in writing; and a gap of 3 to 16.5 MGP in math with non-ELL students trending below the state expectation of 55 MGP.	ELLs will have an MGP of 55.	5 scoring proficient or advanced on TCAP writing will be 55 MGP	monitoring to be determined.	evidence; e.g. Step up to writing, planning guides, teacher made assessments to measure master of grade level standards; teachers will determine if mastery has been achieved. If mastery has not been achieved, teachers will reteach, and progress monitor beyond 6 wk cycle, 1:1 conferences to determine next steps for student.
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

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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: Priority Performance Challenge 1) Growth: The ELL MGP has been higher than the Non-ELL MGP for the last 4 years (2009-2012) in reading, writing and math with a gap of 10-27 MGP in reading; with a gap of 4.5-48.5 MGP in writing; with a gap of 3-16.5 MGP in Math with Non-ELL students are trending below the state expectation of 55 MGP. The major Improvement Strategy is to utilize the Data Team process to determine the needs of all students including Non ELLs. Root Cause(s) Addressed: Assumptions are being made about the skill level of Non-ELLs therefore Non-ELLs are not receiving targeted instruction based on Non-ELL student needs; (eg vocabulary, academic and oral language development).

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

X School Plan under State Accountability X Title I Schoolwide or Targeted Assistance plan requirements ☐ Title I Focus School Plan requirements

☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Weekly Teacher Leadership Meetings	Fall 2012-Spring 2013	Lisa Mangrubang, Charleen Bruggeman, MaryAnn Townsend, Jamie Hencmann	Cohort professional development, CCSS, Online cohort website	Weekly meeting with leadership	In progress
Participation in CCSS Formative Assessment Pilot Professional Development (Literacy & Math)	Fall 2012-Spring 2013	K-5th Grade Teachers	Weekly Professional Development to unpack CCSS and plan instruction utilizing EDM, Planning Guides, Schoolnet, and cohort shared resources (websites), and calibrate and collaborate to create formative assessments for each 6 week cycle.	Professional Development every other week based on next steps within 6 week cycle.	In progress
Through the data team process, look at data (pre, post, progress monitoring, and student work) to	Every other week data	All teachers SpEd Teachers,	Formative assessments for Literacy and Math (pre and	Every other week data teams will meet	In progress

brainstorm instructional strategies to be utilized for all students; implement instructional strategies then progress monitor implementation of instructional strategies to answer the question; is the strategy working? If the strategy is or is not working will determine next steps; adjust/tweak, continue, or change strategy entirely.	teams will meet throughout 2012-13 school year	Interventionists and ESL teacher will join grade level in support of students seen on their individual case loads.	post assessments, progress monitoring assessments; exit slips, student work), SMART Goal Capture sheet, identify instructional strategies that are increasing student achievement.	throughout 2012-13 school year	
Grade level meetings	Every other week grade level teams will meet throughout 2012-13 school year	All teachers SpEd Teachers, Interventionists and ESL teacher will join grade level in support of students seen on their individual case loads.	UbD plans, student work, online resources, collaboration and calibration among grade level teams to plan lessons, pre assessments, progress monitoring and instructional strategies for mastery of CCSS within 6 week cycles.	Every other week grade level teams will meet throughout 2012-13.	In progress
Vertical meetings	Once every 6 weeks	All teachers SpEd Teachers, Interventionists and ESL teacher will join grade level in support of students seen on their individual case loads.	CCSS	Once every 6 weeks teachers will collaborate to align standards vertically.	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Priority Performance Challenge 2) Status: All tested students scoring proficient or above in math and science has declined from 2008-2012 with scores of 57%, 47%, 35%, 37%, 42% for math; 16%, 15%, 13%, 8%, 18% for science and have been below the state expectation of 71% in math and 48% in science. The major improvement strategy for science is to allocate minutes to science ECE-5th grade which is to include interdisciplinary units and Tracks curriculum being taught by ECE-5th grade; for math the strategy is to focus on grade level standards versus the EDM spiraled curriculum.
Root Cause(s) Addressed: While math has increased from 2011-2012 (37%-42%); it has decreased from 2009-2012 (57%-42%); for math, we need to have focus on grade level standards as opposed to a spiral which incorporates other grade level standards. (eg: 3rd Grade focus is 3rd grade standards for math not 2nd, 3rd, and 4th grade standards). Thus increasing time allotted for grade level and standards being taught; for science time is not being allocated to science where each grade level (ECE-5th grade has an allotted number of minutes dedicated to Science instruction and teachers need to connect AVENUES when science connection presents the opportunity.

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

☐ School Plan under State Accountability X Title I Schoolwide or Targeted Assistance Plan requirements ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Math: CCSS Formative Assessments	Every six weeks (6 cycles in 2012-13)	Kdg-5th grade teachers	CCSS, Cohort built assessments	Every 6 weeks; data teams will meet to determine if mastery of standards was achieved; if mastery was not achieved, teachers will plan to reteach, and progress monitor toward mastery goals or implement the SIT Process if data reflects need.	In progress.
Continue to utilize Step Up to Writing	Fall 2012-Spring 2013	All Teachers	Step up to Writing	To be determined	In progress
Science: Allocate minutes to teach science ECE-5th grade and utilize Tracks and Avenues	Interdisciplinary units and Tracks units	ECE-5th Grade	Interdisciplinary and Tracks unit assessments, teachers' observations and teacher created assessments; exit slips.	Each grade level's Interdisciplinary units and Tracks units	In progress

Peer Observation Protocol with a problem of practice	Winter 2012-Spring 2013	All teachers	Peer Observation Protocol	3 POPs w/pop by end of school year. Teacher to provide feedback to teacher being observed as to how the practice observed will be utilized.	Begin Winter, 2012

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

Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

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

☐ School Plan under State Accountability ☐ Title I Schoolwide or Targeted Assistance plan requirements ☐ Title I Focus School Plan requirements

☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)

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)