

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 7942 School Name: SKINNER MIDDLE 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	-	71.43%	-	-	54.28%	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	52.48%	-	-	44.25%	-	
		W	-	57.77%	-	-	43.66%	-	
		S	-	48%	-	-	28.93%	-	
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	-	49	-	-	65	-	
		M	-	81	-	-	60	-	
		W	-	71	-	-	63	-	
ELP	-	58	-	-	29	-			

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; color: blue;">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 style="text-align: center;">- 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.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

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

Additional Information about the School

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

Improvement Plan Information

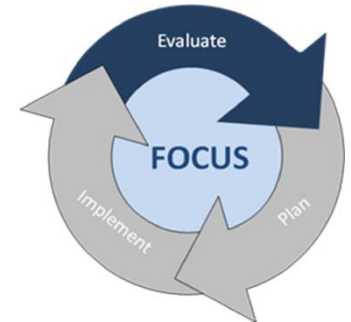
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 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	Michelle Koyama
	Email	Michelle_Koyama@dpsk12.org
	Phone	720.424.1422
	Mailing Address	3435 W 40 th Ave Denver, CO 80211
2	Name and Title	Lindsay Meier
	Email	Lindsay_Meier@dpsk12.org
	Phone	720.424.1528
	Mailing Address	3435 W 40 th Ave Denver, CO 80211

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)	R	Students scoring P/A will increase from 50% to 60%	Overall goal was not met (53%). The goal was met in 6 th grade (60%).	Skinner teachers have found it challenging to bring up the scores for students new to Skinner (7 th or 8 th grade) who are significantly below grade level. Students entering after their 6 th grade year lack the foundation acquired during 6 th grade academy. Utilize thinking strategies (PEBC, 2008), targeted student interventions, and strategic monitoring process to support articulation and increased growth in reading especially for targeted male, Hispanic, and special education subgroups.
	M	Students scoring P/A will increase from 36% to 43%	Overall goal was met at 43%.	Utilize thinking strategies (PEBC, 2008), targeted student interventions and accelerations, and strategic monitoring of Essential Learning Goals

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.
				(ELGs) to support increased math achievement from 6 th to 8 th grades supported Skinner in meeting this goal.
	W	Students scoring P/A will increase from 41% to 46%	Overall goal was not met (42%). The goal was met in 6 th grade (48%) and 7 th (49%).	Skinner teachers have found it challenging to bring up the scores for students new to Skinner (7 th or 8 th grade) who are significantly below grade level. Students entering after their 6 th grade year lack the foundation acquired during 6 th grade academic school year.
	S	Students scoring P/A will increase from 22% to 29%	Overall goal was not met (28%).	Staffing changes in the Science Department have prevented students from an uninterrupted set of expectations. Growth experienced can be attributed to the rebuilding of this department.
	R	Decrease the percentage of Hispanic students scoring Unsatisfactory from 24% by at least 5%	Overall goal was met at 19%.	Intentional targeted reading intervention process that is monitored closely throughout the academic year.
	M	Decrease the percentage of Hispanic students scoring Unsatisfactory from 30.77% by at least 5%	Overall goal was not met (28%).	Growth gaps for Hispanic students were not tightly monitored throughout the school year. No intentional intervention processes were in place to target Math gaps.
Academic Growth	R	MGP of 6 th graders will increase from 55 to 65	Overall goal was met at 68.	School-wide intentional focus surrounding the celebration of growth in conjunction with intentional programing supports academic growth goals.

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.
	M	The MGP will increase from 55 to 60	Overall goal was met at 60.	School-wide intentional focus surrounding the celebration of growth in conjunction with intentional programing supports growth goals.
	W	The MGP will increase from 53 to 58	Overall goal was met at 63.	Grade level teams collaborated to construct school-wide writing rubrics, analyze student work and intentionally plan for intervention.
	W	Minority (Hispanic) = 51 to 56 ELL = 50 to 55 Boys = 53 to 58	Overall goal was met. Minority (Hispanic)- Goal was met at 62 ELL- Goal was met at 66 Boys- Goal was met at 62	Grade level teams collaborated to construct school-wide writing rubrics, analyze student work and intentionally plan for intervention.

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)	R	<p><u>READING – Overall</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>32%</td> <td>42%</td> <td>56%</td> <td>60%</td> </tr> <tr> <td>7th</td> <td>45%</td> <td>43%</td> <td>45%</td> <td>55%</td> </tr> <tr> <td>8th</td> <td>33%</td> <td>51%</td> <td>50%</td> <td>44%</td> </tr> <tr> <td>Overall</td> <td>36%</td> <td>45%</td> <td>50%</td> <td>53%</td> </tr> </tbody> </table> <p><u>READING – Subgroups</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>6th Boys</td> <td>23%</td> <td>34%</td> <td>42%</td> <td>58%</td> </tr> <tr> <td>Girls</td> <td>43%</td> <td>49%</td> <td>69%</td> <td>62%</td> </tr> <tr> <td>ELL</td> <td>0%</td> <td>23%</td> <td>33%</td> <td>36%</td> </tr> <tr> <td>Sped</td> <td>4%</td> <td>7%</td> <td>8%</td> <td>18%</td> </tr> <tr> <td>7th Boys</td> <td>34%</td> <td>30%</td> <td>38%</td> <td>48%</td> </tr> <tr> <td>Girls</td> <td>55%</td> <td>57%</td> <td>53%</td> <td>61%</td> </tr> <tr> <td>ELL</td> <td>15%</td> <td>6%</td> <td>11%</td> <td>28%</td> </tr> <tr> <td>Sped</td> <td>7%</td> <td>13%</td> <td>10%</td> <td>17%</td> </tr> <tr> <td>8th Boys</td> <td>41%</td> <td>53%</td> <td>31%</td> <td>36%</td> </tr> <tr> <td>Girls</td> <td>24%</td> <td>49%</td> <td>70%</td> <td>52%</td> </tr> </tbody> </table>		2009	2010	2011	2012	6 th	32%	42%	56%	60%	7 th	45%	43%	45%	55%	8 th	33%	51%	50%	44%	Overall	36%	45%	50%	53%		2009	2010	2011	2012	6 th Boys	23%	34%	42%	58%	Girls	43%	49%	69%	62%	ELL	0%	23%	33%	36%	Sped	4%	7%	8%	18%	7 th Boys	34%	30%	38%	48%	Girls	55%	57%	53%	61%	ELL	15%	6%	11%	28%	Sped	7%	13%	10%	17%	8 th Boys	41%	53%	31%	36%	Girls	24%	49%	70%	52%	<p><u>Priority Challenge</u> Our reading is showing a positive trend in 6th and 7th grade, but overall we still have 50% of our students who are not proficient readers. Performance gaps exist with our Hispanic, and special education population. The data of these subgroups</p>	<p>Lower attendance rates and increased behavioral incidents for 8th grade students in comparison to grades 6th and 7th supports the subgroup data.</p> <p>Students entering after their 6th grade year lack the foundation acquired during the 6th grade academic year.</p> <p>Insufficient targeted monitoring of subgroups.</p>
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	M	<p><u>MATH - Overall</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>45%</td> <td>36%</td> <td>52%</td> <td>52%</td> </tr> <tr> <td>7th</td> <td>27%</td> <td>20%</td> <td>33%</td> <td>47%</td> </tr> <tr> <td>8th</td> <td>25%</td> <td>22%</td> <td>25%</td> <td>31%</td> </tr> <tr> <td>Overall</td> <td>33%</td> <td>27%</td> <td>36%</td> <td>43%</td> </tr> </tbody> </table>		2009	2010	2011	2012	6 th	45%	36%	52%	52%	7 th	27%	20%	33%	47%	8 th	25%	22%	25%	31%	Overall	33%	27%	36%	43%	<p><u>Priority Challenge</u></p> <p>Math achievement has only experienced a slight increase</p>	<p>Limited analysis of student's strengths and areas in need of performance from elementary through 8th grade.</p> <p>Insufficient collaboration on instructional practice and progress monitoring to support articulation</p>
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MATH - Subgroups

	2009	2010	2011	2012
6th Boys	41%	34%	42%	51%
Girls	50%	37%	62%	52%
ELL	12%	38%	22%	40%
Sped	4%	13%	8%	18%
7th Boys	17%	16%	34%	46%
Girls	36%	23%	32%	47%
ELL	8%	0%	22%	33%
Sped	7%	0%	5%	4%
8th Boys	36%	21%	22%	26%
Girls	15%	23%	28%	36%
ELL	0%	0%	6%	15%
Sped	0%	0%	0%	0%

- Overall Proficiency rates have demonstrated a steady increase from 33% in 2009 to 27% in 2010 to 36% in 2011 to 43% in 2012.
- Grade 7 Math Unsatisfactory students remains stagnant from 20% in 2010 to 27% in 2011 to 20% in 2012. The number of students dropping in proficiency has decreased.
- Proficiency for continuously enrolled students in math is steadily decreasing from 42% in 2010 to 39% in 2011 to 36% in 2012 .
- Unsatisfactory continuously enrolled students increase in math from 21% in 2010, and remained flat with 21% in 2011 and increased to 29% in 2012.
- Proficiency in math decreased from 36% in Grade 6 in 2010 to 33% in Grade 7 in 2011 to 31% in Grade 8 in 2012.
- Percent number of students keeping up (71.43%) is much high than the percent catching up (18.3%).
- Females increased 29% in 2010 to 40% in 2011 to 45% in 2012.

over the past three years and is below state and federal expectations.

between grade levels.

Lack of approach and understanding of how to support proficient and advanced students in mathematics.

Lack of systemic progress monitoring system for math and for targeted groups; ELLs and students in Special Education.

Lower attendance rates and increased behavioral incidents for 8th grade students in comparison to grades 6 and 7 supports the subgroup data.

Students entering after their 6th grade year lack the foundation acquired during 6th grade academic year.

- Students in SPED are stagnant from 2010 to 2012 from 5% to 4% to 6%.
- ELL data remained stagnant from 2010 to 2011 from 19% to 18% and then increased to 29% in 2012.

W

WRITING – Overall

	2009	2010	2011	2012
6 th	30%	28%	54%	48%
7 th	35%	34%	37%	49%
8 th	24%	34%	32%	31%
Overall	29%	32%	41%	42%

WRITING - Subgroups

	2009	2010	2011	2012
6 th Boys	18%	21%	34%	41%
Girls	46%	36%	73%	54%
ELL	6%	19%	22%	28%
Sped	12%	0%	12%	0%
7 th Boys	22%	26%	33%	40%
Girls	47%	42%	42%	56%
ELL	8%	0%	7%	11%
Sped	7%	0%	12%	4%
8 th Boys	22%	26%	33%	24%
Girls	22%	51%	42%	39%
ELL	8%	0%	7%	4%
Sped	7%	12%	0%	0%

- Overall Proficiency rates have increased from 29% in 2009 to 32% in 2010 to 41% in 2011 and remained flat at 42% in 2012.
- Grade 8 increased from 24% in 2009 to 34% in 2010 and remained flat at 32% in 2011 and 31% in 2012.
- Grade 7 remained flat from 2009 to 2011 with 35% to 34% to

		<p>37% and made a 12% increase to 49% in 2012.</p> <ul style="list-style-type: none"> Grade 6 demonstrated significant increase from 2009 to 2011 with 30% to 28% to 54%, and made a slight decrease in 2012 to 48%. Decrease in Unsatisfactory Grade 6 Writing from 16% in 2009 to 11% in 2010 to 9% in 2011 and maintained at 9% in 2012. Decrease in Unsatisfactory Grade 8 Writing from 7% in 2011 to 2% in 2012. Continuously enrolled writing is flat from 2010 to 2012 with 35% to 44% to 39%. Unsatisfactory Writing decreased for Continuously Enrolled students from 8% in 2010 to 1% 2011 to 0% in 2012. Increase proficiency in writing for Hispanic students from 26% in 2009 to 30% in 2010 to 35% in 2011 and flat at 36% in 2012. Females increased 37% in 2009 to 42% in 2010 to 52% in 2011 with a slight decrease in 2012 at 50%. 11% of ELLs are proficient in writing in 2011, and 14% in 2012. Students in SPED are stagnant from 2009 to 2011 from 8% to 5% to 6% and dropped to 2% proficient in 2012. 																										
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		<ul style="list-style-type: none"> • Cohort from 6th to 8th grade made 41 percentile gain in 2011 and then only 21 percentile with the cohort from 2012 • 6th grade continues to make large gains • 7th grade remained flat until 2011 and then grew 7 percentile • High growth in Grade 8 Reading in 2010 with 65%ile and in 2011 with 73%ile • 6th 7th and 8th grade median growth percentile beat the district in 2011 and was highest of traditional DPS middle schools in 2012 																									
M	<p><u>Math</u></p> <ul style="list-style-type: none"> • Overall growth over three years is flat with 56%ile in 2009 to 60%ile in 2012 <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>62</td> <td>40.5</td> <td>56</td> <td>64.5</td> </tr> <tr> <td>7th</td> <td>41.5</td> <td>40</td> <td>66</td> <td>73.5</td> </tr> <tr> <td>8th</td> <td>55</td> <td>54.5</td> <td>55</td> <td>45.5</td> </tr> <tr> <td>Overall</td> <td>56</td> <td>46</td> <td>62</td> <td>60</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Maintained consistent growth in Grade 8 math in 2009 with 55%, 54.5% in 2010, and 55% in 2011 with a decline in 2012 • Increase cohort growth Grade 7 Math in 2009 with 41.5% to 54.5% in Grade 8 in 2010 • Increase 7th grade growth from 2009 with 41.5% to 66% in 2011 • Decrease growth Grade 6 Math from 62% in 2009 to 40.5% in 2010 then increased to 64.5%ile in 2012. • Decrease growth Math in Grade 6 in 2009 with 62% to 40% Grade 7 in 2010 to 55 in 2011 for Grade 8 		2009	2010	2011	2012	6 th	62	40.5	56	64.5	7 th	41.5	40	66	73.5	8 th	55	54.5	55	45.5	Overall	56	46	62	60	<p><u>Priority Challenge</u></p> <p>Math growth percentiles are stagnant and are significantly below state and federal expectations.</p> <p>Lack of progress monitoring tools to contribute to a body of evidence to monitor for growth for each student.</p> <p>Lack of targeted math interventions.</p> <p>Insufficient monitoring of mastery of ELGs, especially for ELLs and students in Special Education.</p>
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Lack of intentional planning and understanding of CELA rubric. Lack of intentional planning for language objectives as part of daily instruction.

Lack of consistent progress monitoring system for writing and math, especially for targeted groups such as ELLs and students in Special Education.

School wide reading focus and classes

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Academic Growth Gaps	R	<p><u>Reading</u></p> <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Minority</td> <td>41</td> <td>50</td> <td>60</td> <td>63</td> </tr> <tr> <td>Non-Minority</td> <td>--</td> <td>82</td> <td>76</td> <td>71</td> </tr> <tr> <td>ELL</td> <td>47</td> <td>55</td> <td>67</td> <td>65</td> </tr> <tr> <td>Male</td> <td>41</td> <td>46</td> <td>62</td> <td>63</td> </tr> <tr> <td>Female</td> <td>46</td> <td>58</td> <td>66</td> <td>65</td> </tr> <tr> <td>SPED</td> <td>44</td> <td>61</td> <td>58</td> <td>55</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Reading growth is increasing overall in all categories except Special Education and non-minority. Non-minority MGPs are above state targets, but are decreasing. 		2009	2010	2011	2012	Minority	41	50	60	63	Non-Minority	--	82	76	71	ELL	47	55	67	65	Male	41	46	62	63	Female	46	58	66	65	SPED	44	61	58	55	<p><u>Priority Challenge</u></p> <p>MGPs in Writing, and Math of ELLs and students receiving Special Education services are below adequate state targets.</p>	<p>Lack of consistent progress monitoring system for writing and math, especially for targeted groups such as ELLs and students in Special Education.</p>
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Data Narrative for School

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

Data Narrative for School

<p>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).</p>		<p>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.</p>		<p>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.</p>		<p>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.</p>		<p>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.</p>
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Narrative:

Skinner Middle School is located in the northwest area of Denver and in the historic neighborhood known as the Highlands. Skinner is the only true remaining traditional middle school model left in the northwest area of Denver. Our 375 students reflect 81.5% of its students receiving Free and/or Reduced Lunch, 17% of our students receive special education services, 19% are English Language learners, 30% identified at Gifted & Talented, 70% are Hispanic and 20% White. As a "small school," we have the flexibility to personalize our students' education. We work to facilitate for each student individually: curricula extensions to provide challenge, formative remediation reading and math sessions tailored to specific needs as dictated by current data, guidance toward planning their future high school choice, curriculum focus and course selection for career readiness. With this emphasis on post-secondary readiness, we continue to look for opportunities to blend innovative 21st-century skills for our varied student populations: 63 students receive Special Education support, and over 125 students engage in Honors English, Science, Social Studies and/or Mathematics.

During the past three years Skinner Middle School has experienced increased proficiency rates and increased growth percentiles over time. The Skinner staff and community reviewed and considered various sources of data (CSAP, SPF, District Interim tests, etc.) and determined that overall our work is not targeting our ELL population appropriately. We also continue to lack significant gains in the areas of writing and math. The Collaborative School Committee looked at overall school data to notice trends, departments met to analyze data at a deeper level and discuss root causes and priority needs. Lastly, the leadership team reviewed priority needs and action steps. All groups determined that the challenge now is to create consistency in achievement in all content areas, sustained student growth over time for all three grade levels, and focus on decreasing gaps between different sub-groups of students. The monitoring of this plan and the implementation strategies will take place on a monthly basis with support from our Middle School data partners in conjunction with our Middle School Instructional Superintendent.

Current Performance

Skinner has been demonstrating sustained proficiency gains in all content areas since 2009. Although we are making gains, Skinner has not and did not meet State and Federal regulations in any content area for status / achievement (see below).

Skinner’s overall proficiency rates in math have not changed significantly over the past four years from 33% proficient and advanced in 2009 to 43% proficient and advanced in 2012. Grade 7 has seen the strongest increase from 27% proficient and advanced in 2009 to 47% proficient and advanced in 2012. Although not as strong as reading, Skinner has been making incremental gains in proficiency and growth in writing over the past three years from 29% proficient or advanced in 2009 to 42% in 2012. The gains have been seen mostly in Grade 6 increasing from 30% in 2009 to 54% in 2011. Students scoring unsatisfactory in Writing who were continuously enrolled students decreased from 16% in 2009 to 7% in 2011. Science has had small incremental gains in proficiency from 2009 from 14% proficient or advanced to 27% proficient or advanced in 2012. This is the second consecutive year that Science faculty have all remained consistent. Now a stable science department is in place and Skinner is confident that the stability, expertise, and collaboration with the science teachers will lead to greater gains in science over time. To assist with tracking progress in Science, staff have created an internal Science Benchmark test which is administered to all grade levels, 3 times each year.

	State & Federal Expectations	Skinner	Difference
Reading	74.43%	54.28%	-20.15%
Math	52.48%	44.25%	-8.23%
Writing	57.77%	43.66%	-14.11%
Science	48%	28.93%	-19.07%

An interesting noticing about our performance is that Skinner “exceeds” expectations on the School Performance Framework in three areas for reading. The indicator related to Status or Performance that states “TCAP Proficient and above for Similar Schools” is “Exceeds” while the chart above demonstrates that although we are making progress in the area of reading, our progress is not at a fast enough rate to close the achievement gap. Our overall reading achievement is 53% proficient. Priority Challenge: Our reading is showing a positive trend in 6th and 7th grade, but overall we still have 50% of our students who are not proficient readers. Performance gaps exist with our Hispanic, and special education population. The data of these subgroups show that they are performing below state and federal expectations. Root causes for our challenge are 1) Lower attendance rates and increased behavioral incidents for 8th grade students in comparison to grades 6th and 7th supports the subgroup data, 2) Students entering after their 6th grade year lack the foundation acquired during the 6th grade academic year and 3) Insufficient targeted monitoring of subgroups.

In the area of growth, Skinner did meet our goals for Reading, but not for math, writing, or English Language Proficiency. Reading growth has increased from 41stile in 2009 to 65th in 2012. Additionally, our analysis of the District School Performance Framework (SPF) demonstrates that our overall growth percentile and comparison growth percentile for similar schools “exceeds” expectations. We meet this target because Skinner has been able to offer a variety of reading interventions determined by monitoring student data every six weeks.

	State & Federal Expectations	Skinner	State Expectations ELL / Non	Skinner ELL	State Expectations IEP / Non	Skinner IEP
Reading	49	65	63/44	65	90/41	58.5
Math	81	60	86/81	65	99/76	62.5
Writing	71	63	78/68	65.5	95/63	56
ELP	58	29				

A variety of challenges have prevented replicating a math intervention process with the same intentionality as our reading intervention process. Thus, our Priority Challenge is overall Math growth percentiles are stagnant and are significantly below state and federal expectations. Root causes for this challenge are 1) Lack of progress monitoring tools to contribute to a body of evidence to monitor for growth for each student, 2) Lack of targeted math interventions, and 3) Insufficient monitoring of mastery of ELGs, especially for ELLs and students in Special Education.

The additional area of challenge became apparent when analyzing our SPF. The indicator that addresses CELA growth continues to display “does not meet” as does the related indicator of ELL subgroup status. The overall MGP for English language proficiency saw a 19% decline from 2011 to 2012. Another Priority Challenge is English Language Proficiency MGPs have declined and are significantly below state targets. Root causes for this challenge are 1) Lack of intentional planning and understanding of CELA rubric, and 2) Lack of intentional planning for language objectives as part of daily instruction, 2) Lack of consistent progress monitoring system for writing and math, especially for targeted groups such as ELLs and students in Special Education, and 3) School wide reading focus and classes have not incorporated the importance of writing as a means to affect reading improvement.

Analyzing the data for academic growth gaps, one final priority challenge area is identified. Priority Challenge MGPs in Writing, and Math of ELLs and students receiving Special Education services are below adequate state targets. The root cause for this challenge is simply a lack of consistent progress monitoring system for writing and math, especially for targeted groups such as ELLs and students in Special Education.

In non-academic content areas, Skinner has had notable success as it has worked hard to create a positive environment for its students and their families.

1. Skinner has continued to increase attendance rates throughout all grades with an overall attendance rate of 92.74% for 2010-11 to 93% for 2011-12.
2. Student Satisfaction survey general positive responses increased from 79% to 89%; all positive student responses stayed the same or increased. Overall “culture” questions increased from 79% to 88%
3. Parent Satisfaction responses that were generally positive increased from 76% to 80%; and overall future preparedness questions increased from 74% to 83%. The return rate dramatically increased to 95% for two years in a row.

As we continue to analyze and reflect upon the gap data, a gap group that stands out is the significant Free and Reduced Lunch group. That data will continue to impact the story of the bigger picture, we recognize the significant discrepancy between this group and the non-FRL group, but unfortunately we are not able to target for improvement in this area due to privacy regulations.

Skinner Middle School has made improvement and will continue to intentionally address our challenges because of the faculty who work within the building for the benefit of student achievement. As a Title I school, we hire highly qualified teaching staff who are like minded and willing to go above and beyond for students. During the fall of 2012, and throughout the spring of 2013, departments and teams analyzed school data and verified the analysis in this document.

School Leadership will continue to monitor areas of concern as well as utilize assessment data to monitor progress of our targeted subgroups and address areas for professional development for the staff to meet the needs of the identified gaps.

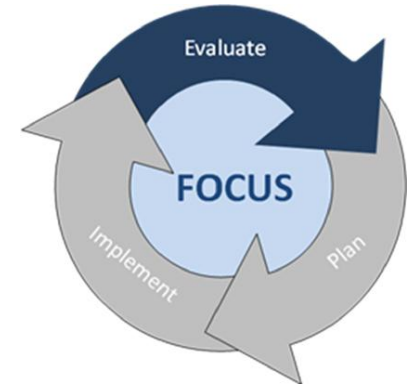
Section IV: Action Plan(s)

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 <u>Priority Challenge</u> Our reading is showing a positive trend in 6 th and 7 th grade, but overall we still have 50% of our students who are not proficient readers and have gaps with our Hispanic, and special education populations and are below state and federal expectations.	Students scoring P/A will increase from 53% to 59%	Students scoring P/A will increase from 59% to 64%	District Interims assessments, ELG/SRI/McCall Crabbs Progress Monitoring Trackers	Utilize thinking strategies (PEBC, 2008), targeted student interventions, and strategic monitoring process to support articulation and increased growth in reading especially for targeted male, Hispanic, and special education subgroups.
		M <u>Priority Challenge</u> Math achievement has only experienced a slight increase over the past three years and is below state and federal expectations.	Students scoring P/A will increase from 43% to 48%	Students scoring P/A will increase from 48% to 53%	District Interims assessments, ELG Progress Monitoring Trackers	Utilize thinking strategies (PEBC, 2008), targeted student interventions and accelerations, and strategic monitoring of Essential Learning Goals (ELGs) and SMI to support increased math achievement from 6 th to 8 th grades.
		W <u>Priority Challenge</u>	Students scoring P/A will increase from 42% to 49%	Students scoring P/A will increase from 49% to 54%	District Interims assessments, SCR Progress Monitoring trackers	Utilize thinking strategies (PEBC, 2008), targeted student interventions, and strategic monitoring process to support closing achievement and growth

							gaps in writing.
		S		Students scoring P/A will increase from 27% to 32%	Students scoring P/A will increase from 32% to 37%	School Interim assessments	
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R		Overall MGP will increase from 65 to 70	Overall MGP will maintain at 70	District Interims assessments, ELG/SRI/McCall Crabbs Progress Monitoring Trackers, Monitoring of ILPs	Utilize thinking strategies (PEBC, 2008), targeted student interventions, and strategic monitoring process to support closing achievement and growth gaps in reading.
		M	<u>Priority Challenge</u> Math growth percentiles are stagnant and achievement gaps exist with our males, ELLs, and special education populations and are below state and federal expectations.	Overall MGP will increase from 60 to 70	Overall MGP will increase from 70 to 80	District Interim assessments, ELG Progress Monitoring Trackers	Utilize thinking strategies (PEBC, 2008), targeted student interventions, targeted Saturday School sessions focused on catch-up, monitoring SMI growth, and strategic monitoring process to support closing achievement and growth gaps in math.
		W		Overall MGP will increase from 63 to 68	Overall MGP will increase from 68 to 71	SGOs, District Interim assessments, monitoring of student work, CSR Learning Logs	Utilize thinking strategies (PEBC, 2008) grade level and school-wide writing rubrics used to support closing achievement and growth gaps in writing.
		ELP	<u>Priority Challenge</u> ELP MGPs have	Overall MGP will increase from 29 to 50	Overall MGP will increase from 50 to 60	District Interims assessments,	Utilize thinking strategies (PEBC, 2008), targeted

			declined and are significantly below state targets.				student interventions, and strategic monitoring process to support closing achievement and growth gaps in reading, differentiated language supports for all levels of Spanish speakers,
Academic Growth Gaps	Median Student Growth Percentile	R	<u>Priority Challenge</u> MGP of and ELLs are below adequate state targets in the areas of math and writing and students receiving Special Education services are below state targets in reading, math, and writing.	Special Education MGP will increase from 58.5 to 65	Special Education MGP will increase from 65 to 75	District Interims assessments, Progress Monitoring Trackers for ORF. MAZE, McCall Crabbs, SRI.	Utilize thinking strategies (PEBC, 2008), targeted student interventions, and strategic monitoring process to support closing achievement and growth gaps in reading.
		M		ELL MGP will increase from 65 to 75	ELL MGP will increase from 75 to 86	District Interims assessments, ELG/SMI Progress Monitoring Trackers	Utilize thinking strategies (PEBC, 2008), targeted student interventions, targeted Saturday School sessions focused on catch-up, monitoring SMI growth, and strategic monitoring process to support closing achievement and growth gaps in math.
		W		Special Education MGP will increase from 62.5 to 70	Special Education MGP will increase from 70 to 80		
				ELL MGP will increase from 65.5 to 71	ELL MGP will increase from 71 to 78	District Interims assessments, Progress Monitoring Trackers	Utilize thinking strategies (PEBC, 2008) grade level and school-wide writing rubrics used to support closing achievement and growth gaps in writing.
				Special Education MGP will increase from 56 to 66	Special Education MGP will increase from 66 to 76		

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: Utilize thinking strategies (PEBC, 2008), targeted student interventions and accelerations, and strategic monitoring of data from SMI, benchmarks, ELG's and interims to support increased math achievement from 6th to 8th grades.

Root Cause(s) Addressed: Limited analysis of student's strengths and areas in need of performance from 5th grade through 8th grade and limited analysis of the elementary Every Day Math curriculum. Insufficient collaboration on instructional practice and progress monitoring to support articulation between grade levels. Lack of approach and understanding of how to support proficient and advanced students in mathematics and lack of systemic progress monitoring system for math for targeted males, ELLs and Special Education subgroups.

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)
Monitor Essential Learning Goals (ELGs)	weekly (October 2012– May 2013)	Principal Math Teachers Special Educator	General Fund	Summative Data from 2011-12 will be analyzed by November 15. Essential Learning Goal trackers will be implemented by October 31. Student progress on ELGs will be reviewed on a bi-monthly basis.	Completed / In progress
Monthly department meeting to implement systems monitor progress, calibrate expectations with student work towards ELGs and analyze District Interim	Monthly (August 2012-May 2013)	PEBC Staff Developer Math Teachers	General Fund Mill Levy	Collaboration on expectations and student	In progress

assessments.		Special Educator		progress will occur monthly in Department Meetings	
Students will track math progress in Body of Evidence Folders to understand and self-assess strengths and areas in need of improvement related to ELGs.	Every trimester	Math Teachers	General Fund	Students will set math goals by October 7, 2012. Student will review progress in folders at conferences on Sept.. 20/25, Jan. 24/29, and as needed in the Spring. Students tracking SMI scores a minimum of 3x a year. Students in targeted math intervention tracking SMI a minimum of 5x a year.	In progress / on going
Utilization of SMI (Scholastic Math Inventory) as an initial placement assessment, a progress monitoring tool, and a broad analysis for the acquisition of grade level content.	3-5 times (August 2012 – May 2013)	Math Teachers and Math Intervention Teachers	General Fund	Initial testing of SMI creates a baseline for the body of evidence and determines placement for targeted math intervention Students tracking SMI scores a minimum of 3x a year. Students in targeted math intervention tracking SMI a minimum of 5x a year. SMI data is utilized for collaboration in determining common strategies and routines	In progress / on going
Collaborate on strategies for common thinking - algebraic thinking (standard 2), decoding and determining importance in math text, common routines and expectations for math journals, math writing, and thinking expectations.		Principal Math Teacher Special Educator PEBC Staff Developer	General Fund Mill Levy	Collaboration on common strategies and routines will occur monthly in Department Meetings and Internal Labs.	Ongoing
Conduct registration conferences with every entering 8 th grader with specific math interventions/accelerations and goals identified per student. Offer monthly 8 th grade	Monthly	Principal Asst. Principal	General Fund Title Funds	All 8 th grade conferences will be completed by August	Completed

<p>algebra catch-up class and 6th & 7th grade Math Seminar on Saturdays to support algebraic thinking.</p>		<p>Math Teachers</p>		<p>2012.</p> <p>Meet with 8th graders on monthly basis to review tutoring requirement follow-through.</p> <p>Review participation in tutoring on trimester basis.</p> <p>Conference #2 with all 8th graders on math plans by December.</p> <p>Begin monthly Algebra Catch-up Class and Math by November 2012.</p>	
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* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Utilize thinking strategies (PEBC, 2008), targeted student interventions, and strategic monitoring process to support articulation and increased growth in reading with an intentional focus on ELL and SPED student subgroups.

Root Cause(s) Addressed: Insufficient collaboration on instructional practice to support articulation between grade levels (5th to 6th), especially in the areas of reading intervention, insufficient collaboration (due to time) on instructional practice and progress monitoring to support articulation between general and special education, and overall insufficient targeted monitoring of subgroups.

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)
Students will track reading progress in Body Of Evidence folders to understand and self-assess areas in need of improvement.	September 2012 – May 2013	Instructional Coach Literacy Teachers Principal	General Fund	Students will set reading goals by September 2012 Students will review progress in folders at conferences 9/20 and 9/25 in the fall, 1/24 and 1/29 in the winter, and as needed in the spring Students monitor personal data monthly, weekly, and daily during targeted reading intervention classes August – May Students will cross reference progress in BOE folders with ILPs if reading below grade level. ILP goals monitored by students, literacy teachers, and instructional coach.	In progress
Students will use classroom blogging to promote literary discussion, analysis and digital citizenship.	October 2012- May 2013	Core Language Arts Teachers	General Fund	By January 2013, all 7 th and 8 th grade students will have multiple blog entries monitored	In progress

				by Edmodo site, linked to school website.	
<p><i>After School Intervention:</i> Collaborate with Skinner Neighborhood Center to provide extended day learning in reading for targeted students who are performing below grade level expectations.</p> <p>Collaboration with Neighborhood Center to offer additional 1:1 tutoring for identified ELLs (students scoring high PP on their Reading TCAP).</p> <p>Core teachers also provide support to students who do not attend the Neighborhood Center through PIE (Proficiency Is Expected) structure.</p> <p>Additional one on one support is designed and implemented by Core teachers on a student by student basis.</p>	September 2012 – May 2013	<p>Neighborhood Center staff</p> <p>Core Grade Level Teachers</p> <p>Special Educators</p> <p>Asst. Principal</p> <p>Principal</p>	General Fund Title Funds	<p>Neighborhood Center Academic coordinator and AP identified students by October 1st 2012.</p> <p>Parent notification of required after school intervention communicated to 8th grade students and families during registration conferences in June, July and August, and to 6th and 7th grade during fall conferences 9/20 and 9/25. Follow up notices sent to parents through report cards in November, and during 8th grade mid-year 1:1 conferences in December.</p> <p>Students' progress reviewed monthly and communicated amongst Neighborhood Center Staff and Skinner Teachers and Administration</p>	In Progress
Create collaboration time between reading intervention , special education, and Language arts teachers	August 2012 – May 2013	<p>Principal</p> <p>LA & Reading Teachers</p>	General Fund	<p>LA & Reading Teachers will determine common strategies needed for specific ELL Students during PD on 10/15, and will continue sharing student work during Department Meeting time one Wednesday a month</p> <p>LA & Special Education Teachers will determine common strategies needed for specific students by end of January 2013.</p>	In Progress

<p>Establish a targeted Language Arts class and monitor the progress of students identified as ELL and/ or students in special education. The class design is focused on small group instruction that is a combination of the mainstream curriculum, an ELL curriculum, and a researched based literacy intervention curriculum.</p>	<p>August 2012 – May 2013</p>	<p>Principal Special Education Reading Teacher</p>	<p>General Fund</p>	<p>Identify group no larger than 15 students at 6th, 7th, and 8th grade levels and create a class for each individual grade by August 20th.</p> <p>Create 5 unit plans for the course of the school year that utilize a combination of strategies from Lexia, Language !, and Inside curricula to access the Springboard Mainstream curriculum</p> <p>Monitor BoE data every 6 weeks in alignment with reading intervention and ILP monitoring.</p>	<p>In Progress</p>
<p>Utilization of SRI as an initial placement assessment, a progress monitoring tool, and a broad analysis for the acquisition of grade reading skills.</p>	<p>3 times for proficient readers (August 2012 – May 2013)</p> <p>8 times for non-proficient readers (August 2012 – May 2013)</p>	<p>Language Arts Teacher</p> <p>Reading Intervention Teachers</p>	<p>General Fund</p>	<p>Initial testing of SRI creates a baseline for the body of evidence and determines placement for targeted reading intervention</p> <p>Students tracking SMI scores a minimum of 3x a year.</p> <p>SRI data is utilized for collaboration in determining common strategies and routines</p>	<p>In progress / on going</p>
<p>Implementation of the Collaborative Strategic Reading (CSR) strategies in Language Arts, Social Studies, and Science classes.</p>	<p>Weekly (August 2012 – May 2013)</p>	<p>Core Science, Social Studies, and Language Arts Teachers</p>	<p>General Fund</p>	<p>Students participate in weekly CSR lessons intended to teach and implement reading</p>	<p>In progress / on going</p>

			strategies across content areas.
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Major Improvement Strategy #3: Utilize thinking strategies (PEBC, 2008), targeted student interventions, and strategic monitoring process to support closing achievement and growth gaps in writing, with an intentional focus on ELL and SPED student subgroups.

Root Cause(s) Addressed: Insufficient collaboration on instructional practice to support articulation between grade levels beginning from 5th grade and varying expectations of proficient writing for students. School wide reading focus and classes have not incorporated the importance of writing as a means to affect reading improvement. Lack of progress monitoring system for writing and for targeted groups (males, ELLs and students in Special Education).

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)
Implement targeted writing instruction as a component of reading intervention.	August 2012 – May 2013	Principal Reading Intervention Teachers Instructional Coach	General Fund Mill Levy	Increase reading intervention time schedule by August 2012 Modify pacing and planning of reading intervention to incorporate targeted writing skills by January 2013	Ongoing
Teachers will participate in Inquiry Cycle professional development on LEAP personal and school wide focus areas to support decreasing gaps amongst sub-groups.	September 2012 – April 2013	Core and Intervention Teachers PEBC Staff Developer TEC	SIG Funds	Teams report out monthly on Inquiry progress. Presentation of student results based on PD plan will occur in May	In progress
Students will track writing progress in Body of Evidence Folders to understand and self-assess strengths and areas in need of improvement.	Every trimester	Language Arts Teachers	General Fund	Students will set writing goals by October 2012 Students will review progress in	Completed / Ongoing

		Social Studies		folders at conferences 9/20 and 9/25 in the fall, 1/24 and 1/29 in the winter, and as needed in the spring	
Literacy and social studies representatives immerse in an argumentative writing seminar to learn and plan for strategies to transition our school and students to the expectations of the Common Core Standards.	October 2012 November 2012 January 2013 May 2013	Literacy Teachers Social Studies PEBC Staff Developers	General Fund	October 2012 November 2012 January 2013 May 2013	In progress
School wide focus on demonstrating a claim-evidence reasoning structure in all writing exercises. Writing will be used as means to demonstrate thinking in all classrooms -- This is a Team SGO for 8 th grade --	August 2012 – May 2013	Teachers Instructional Coach PEBC Staff Developer TEC	General Fund	Teams discuss and report out monthly on progress Monthly PD meetings	In progress
Use of common rubrics, graphic organizers, and expectations in grade level teams and content teams.	August 2012 – May 2013	Teachers	General Fund	Monthly content and grade level team meetings	In progress
Launch an argumentative writing focus group which includes 32 hours of PD plus planning.	October 2012 – May 2013	Teachers	General Fund	Met three times as a collaborative to capture learning and rollout for school wide implementation practices for 2013-14 school year.	In progress

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

A Title I Schoolwide or Targeted Assistance Plan Requirement

School Skinner MS

Title I Parent Involvement Strategy: Increase parent and community engagement with the school to support academic progress.

Root Cause(s) Addressed by this Strategy: Parents have either not known about school events or have not been communicated with sufficiently.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
<p><i>Increase mailings to parents to keep them informed</i></p> <p><i>Frequent updates to the website</i></p> <p><i>Weekly email updates</i></p> <p><i>Hard copy handouts of important information such as school newsletter</i></p>	<p><i>Aug 2012 – May 2013</i></p>	<p><i>Admin</i></p> <p><i>Teachers</i></p> <p><i>Secretaries</i></p> <p><i>Counselor</i></p> <p><i>Parent Liaison</i></p>	<p><i>\$1200 Title I</i></p>	<p><i>Progress reports and mailings – each trimester</i></p> <p><i>8th grade Status letters – December</i></p> <p><i>7th grade Status letter - January</i></p> <p><i>6th grade Status letters – January</i></p> <p><i>Establish an updated database of email addresses and or home addresses to find a more efficient and regular way to increase communication – May 2013</i></p> <p><i>Send Monthly Newsletters home with</i></p>	<p><i>Completed / Ongoing</i></p>

				<i>upcoming dates, information about parent engagement opportunities, and program updates.</i>	
Increase activities that bring parents into school in support of academics	<i>Aug 2012– May 2013</i>	Admin Teachers Parent Liaison	\$1236 Title I	BTS Night BBQ– Aug 2012 Home Visits- Aug 2012 Parent Conferences- Sept 2012 Fall Festival – Oct 2012 Parents as Partners Workshops – Oct 2012- Dec 2012 Thanksgiving Lunch- Nov 2012 Science Fair Night- Dec 2012 Arts Night- Dec 2012 Pasta Potluck- Feb 2013 8 th Grade Continuation- May 2013 PTO – Aug 2012 to May 2013 CSC – Aug 2012 to May 2013 Partner with school based community center to offer parent education opportunities Aug 2012 – May 2013	<i>Completed / Ongoing</i>

Title I Accountability Provision #2: Skinner MS will ensure that all students are taught by highly qualified teachers.

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I school wide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
The school and District will monitor the certification of all teachers to ensure that all are highly qualified.	Ongoing as necessary	District, Administration, Personnel Committee	None	100% of the teaching staff are highly qualified for their content area(s).	<i>Completed / Ongoing</i>
The administrative staff and Personnel Committee will work with the District to attract and maintain high-quality and highly qualified teachers.	Ongoing	Principal, District Administration, Personnel Committee	None	All vacant positions will be filled in a timely manner with highly qualified teachers.	<i>Completed / Ongoing</i>
Three staff members will attend the Teacher Leadership Academy and receive training in mentoring new teachers.	Summer 2012 and ongoing as sessions are offered by the District	Administration, District TLA staff, two teacher leaders	District TLA funds	Two teachers attended the training in June. The teachers developed a "Skinner Induction" process during the summer of 2012 and implemented it in the fall of 2012 for staff new to Skinner.	<i>Completed / Ongoing</i>
All new probationary teachers will be assigned a mentor to work with them during their first two years of teaching.	Ongoing	Administration, District staff, teacher leaders	Title 1 funds for teacher mentoring	All new teachers have a mentor that they meet with regularly. Substitutes are provided as	<i>Completed / Ongoing</i>

				needed for the teacher and mentor to observe each other and other staff as requested.
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Section V: Optional Addendum

For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I may choose to use this format to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, some schools may meet some of the requirements in 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?			Data Narrative (pages 17-20)
What are the comprehensive needs that justify the activities supported with Title I funds?			Data Narrative (pages 17-20)
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?			<i>Major Improvement Strategies (pages 25 - 31)</i>
Title I students are only taught by highly qualified	<input checked="" type="checkbox"/> Yes		

teachers.	<input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?			Data Narrative (pages 17-20) & Major Improvement Strategies (25 – 31)

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 is the high quality professional development based on student and staff needs?			Major improvement strategies developed to address priority performance challenges and root causes identified through the data analysis process (pages??)
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?			n/a
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and includes the participation of parents?			Data Narrative (pages 17-20)
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?			Major Improvement Strategies (resource sections)

Skinner Middle School
The Legacy, the Passion, the Opportunity
Educating and motivating life-long learners who explore, create and achieve.

Families will...

1. Help student be at school every day, on time.
2. Help student follow Reading & Math Plan, monitor homework and set a regular study/reading and bed time.
3. Encourage student to complete all assignments and produce quality work.
4. Communicate on a regular basis with my student's teachers, check agendas, attend conferences and other school events.
5. Ensure student wears school uniform every day.

Students will...

1. Attend school every day.
2. Demonstrate appropriate behaviors by following the 5 Bs: Be Responsible, Be Respectful, Be Team-oriented, Be Peaceful, & Be Positive.
3. Complete all assignments, produce quality work, participate in all class activities, and ask questions when I do not understand.
4. Wear school uniform.
5. Read a minimum of 30 minutes each night and attend school events.
6. Set academic goals using the Body of Evidence (BoE) folder and /or my academic learning plan, and attain or surpass those goals.

Skinner Staff will...

1. Model expectations we have set for students and families.
2. Foster a climate that supports high standards and quality performance.
3. Provide safe environment for students.
4. Communicate and build relationships with all students and families.
5. Provide continual feedback to students and families regarding academic progress.

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

Administrator Signature on behalf of the

Skinner Staff: _____

Date: _____