

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 7972 School Name: SLAVENS K-8 SCHOOL SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	72.05%	71.35%	-	91.43%	92.53%	-	Overall Rating for Academic Achievement: <b>Exceeds</b> * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	51.53%	-	94.84%	90.55%	-	
		W	54.84%	58.34%	-	84.13%	87.91%	-	
		S	45.36%	48.72%	-	80.52%	81.21%	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: <b>Exceeds</b> * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	17	14	-	60	67	-	
		M	25	26	-	68	67	-	
		W	28	31	-	62	67	-	
ELP	-	-	-	-	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
<b>ESEA and Grant Accountability</b>			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
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**

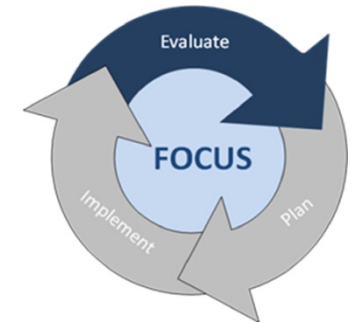
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability   
  Title IA (Targeted Assistance or School wide)   
  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	Kurt Siebold, Principal
	Email	Kurt_siebold@dpsk12.org
	Phone	720-424-4150
	Mailing Address	3000 S Clayton, Denver, 80210
2	Name and Title	Melissa Hatchett, Assistant Principal
	Email	Melissa_hatchett@dpsk12.org
	Phone	720-424-4150
	Mailing Address	3000 S Clayton, Denver, 80210

**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)	Continue to close the boys versus girls achievement gap from 12% to 10%.	Goal Met - Overall Boys v Girls – Slavens continued to close the achievement gap 2009 - 66% v 90% GAP 24 points 2010 - 77% v 92% GAP 15 points 2011 – 80% v 92% GAP 12 points 2012 84% v Girls 87% GAP 3 points	While we still would have met our goal, it is worth noting there was a slight drop in the girl’s Writing status from 92% to 87%. For this reason, we will be changing our focus to include all learners instead of just the boys.
Academic Growth	An MGP of 60 or more will be maintained in Writing.	Goal met - Student growth percentile score is 62 in the elementary grades and 67 in middle school. Slavens moved from Meets to Exceeds in overall rating for academic growth.	We implemented many strategies to improve the writing of boys, including: more brain breaks, more choice of writing topics, use of graphic organizers for prewriting and rough drafts, increasing stamina and perseverance in writing (especially in middle school), creating a school environment with writing in every class, using the same writing language
Academic Growth Gaps			

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.
Post Secondary Readiness			<p>throughout the grade levels and giving specific feedback.</p> <p>When students were asked why they think writing has improved at Slavens they answered: "It is just ingrained in our systems and teaching, it's not treated as a separate subject. Reading and writing just work together."</p> <p>The students also said they like having time to plan and understanding why planning is important. They also cited enjoyment reading different types of books and then trying to write like the author does.</p>

**Worksheet #2: Data Analysis**

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
Academic Achievement (Status)	<p style="text-align: center;"><b>Overall Status by Content Area</b></p> <table border="1" data-bbox="441 987 1150 1128"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>89%</td> <td>86%</td> <td>92%</td> <td>91%</td> <td>92%</td> </tr> <tr> <td>Writing</td> <td>76%</td> <td>79%</td> <td>85%</td> <td>86%</td> <td>85%</td> </tr> <tr> <td>Math</td> <td>88%</td> <td>92%</td> <td>93%</td> <td>92%</td> <td>93%</td> </tr> <tr> <td>Science</td> <td>79%</td> <td>71%</td> <td>81%</td> <td>79%</td> <td>82%</td> </tr> </tbody> </table> <p>The percentage of students scoring Proficient and Advanced in all content areas has increased since 2008, with all content areas exceeding district and state expectations.</p> <p>The percentage of students scoring Proficient and Advanced has remained relatively flat since 2010 in Reading (92%, 91%, 92%), in Writing (85%, 86%, 85%), and in Math (93%, 92%, 93%).</p> <p>Writing performance is 7 percentage points below Reading and 8 percentage points below Math.</p>		2008	2009	2010	2011	2012	Reading	89%	86%	92%	91%	92%	Writing	76%	79%	85%	86%	85%	Math	88%	92%	93%	92%	93%	Science	79%	71%	81%	79%	82%	Writing performance is 7 percentage points below Reading and 8 percentage points below Math.	Writing expectations are not clear from grade level to grade level.
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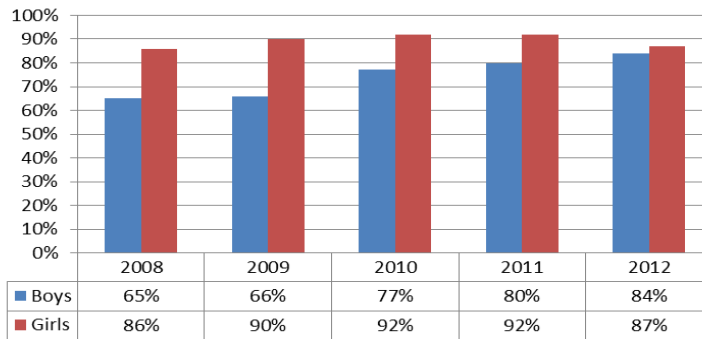
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance Challenges

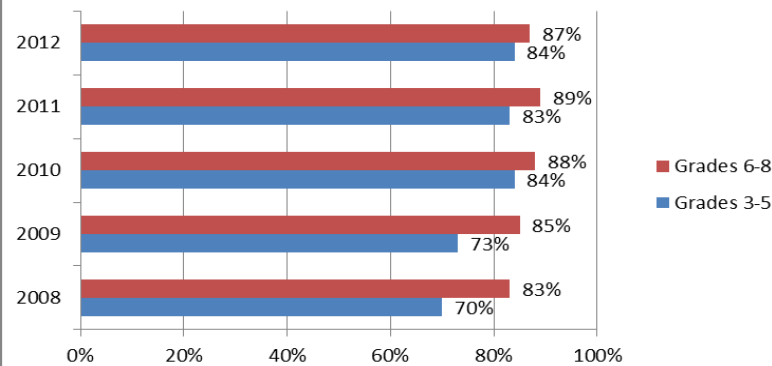
Root Causes

**Writing Data by Gender**



The difference in performance between boys and girls has decreased from a 24 percentage point difference in 2009 to a 3 percentage point difference in 2012.

**Writing Data by Education Levels**



Writing performance has been higher in the middle school grades than the elementary school grades since 2008; however, the difference between the two levels has decreased from 13 to 3 percentage points.



Performance Indicators

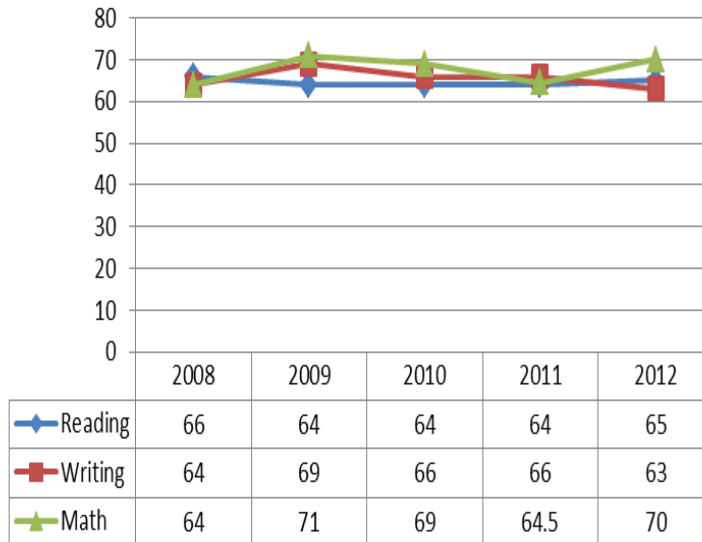
Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

Root Causes

Academic Growth

**MGP by Content Area**



The MGP in Reading increased to 65 in 2012 after remaining flat at 64 from 2009 to 2011 to meet the district expectation of 65 for high growth.

The MGP in Writing declined from 69 in 2009 to 66 in 2010 and 2011 to 63 in 2012 falling below the district expectation of 65 for high growth.

The MGP in Math decreased from 71 in 2009 to 64.5 in 2011, but increased to 70 in 2012 exceeding the district expectation of 65 for high growth.

The MGP in Writing declined from 69 in 2009 to 66 in 2010 and 2011 to 63 in 2012 falling below the district expectation of 65 for high growth.

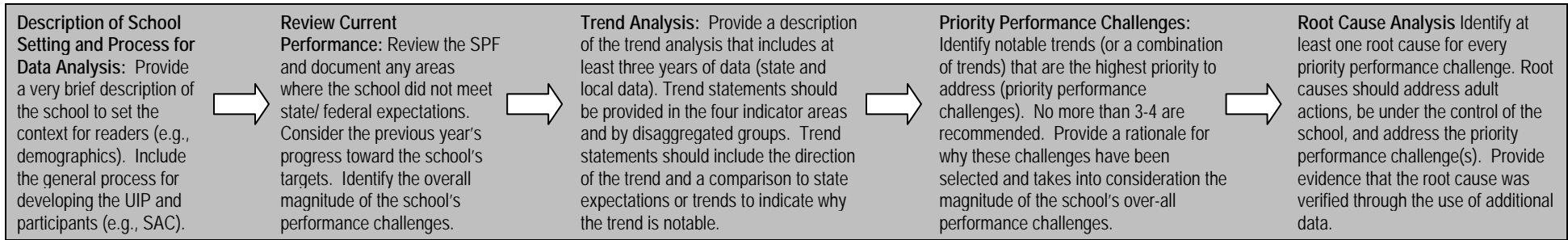
Writing expectations are not clear from grade level to grade level.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																									
Academic Growth Gaps	<p style="text-align: center;"><b>Middle School MGP for Minority Subgroup</b></p> <table border="1"> <caption>Middle School MGP for Minority Subgroup Data</caption> <thead> <tr> <th>Subject</th> <th>Year</th> <th>Non-Minority Reference Group</th> <th>Minority Focus Group</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Math</td> <td>2011</td> <td>59</td> <td>51</td> </tr> <tr> <td>2012</td> <td>73</td> <td>60</td> </tr> <tr> <td rowspan="2">Reading</td> <td>2011</td> <td>69</td> <td>54</td> </tr> <tr> <td>2012</td> <td>63</td> <td>76</td> </tr> <tr> <td rowspan="2">Writing</td> <td>2011</td> <td>66</td> <td>65.5</td> </tr> <tr> <td>2012</td> <td>68</td> <td>52</td> </tr> </tbody> </table> <p>The difference in the Math MGP for the Minority Focus group compared to the Non-Minority Reference group increased from 8 percentiles to 13 percentiles from 2011 to 2012 in grades 6 through 8.</p> <p>In 2011, there was a 15 percentile difference between the Non-Minority Reference group and the Minority subgroup. In 2012, the MGP for the Minority Focus group was higher than the Non-Minority Reference group by 13 percentiles in grades 6 through 8.</p> <p>The difference in the Writing MGP for the Minority Focus group compared to the Non-Minority Reference group increased from 0.5 percentiles to 16 percentiles from 2011 to 2012 in grades 6 through 8.</p>	Subject	Year	Non-Minority Reference Group	Minority Focus Group	Math	2011	59	51	2012	73	60	Reading	2011	69	54	2012	63	76	Writing	2011	66	65.5	2012	68	52		
Subject	Year	Non-Minority Reference Group	Minority Focus Group																									
Math	2011	59	51																									
	2012	73	60																									
Reading	2011	69	54																									
	2012	63	76																									
Writing	2011	66	65.5																									
	2012	68	52																									
Post Secondary & Workforce Readiness																												

**Data Narrative for School**

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

**Data Narrative for School**



***Narrative:***

**Description of School Setting and Process and Data Analysis:**

Slavens is a K-8 school where academics are held in the highest regard. The high level of teaching and learning has allowed us to perform well on state and district measures. In addition, the education of the whole child reflects more than the academic core. Art, Music, technology and physical education contribute greatly to our instructional program. We have found all of these subjects to be critical to the success of our academic programming. In other words, the academic development of our students would be negatively impacted without providing these experiences that allow students to develop both creatively and through physical movement.

Our mission states: "At Slavens School we provide a rich academic experience that builds a foundation for every student to become a compassionate, ethical, and productive global citizen." We provide an environment where students are challenged to be critical thinkers and creative problem solvers. Students are taught to reflect on their own learning as they progress along the learning continuum, and teachers hold students to high expectations. Slavens K-8 school radiates with a spirit of warmth, discipline, humor and excellence. We have a challenging academic program that supports every child as a learner of worth and dignity. We strive to personalize teaching to ensure that all students learn to read critically, write effectively, speak articulately, and think logically and creatively in all disciplines including language arts, mathematics, the sciences and social studies. As students assume ever-greater responsibility for their learning and their lives, they develop the natural pride and self-confidence that comes with accomplishment.

Offering a K-8 school setting in Denver Public Schools has also afforded a unique experience for building camaraderie among all involved in the education of our children. On good-weather days, it is hard not to notice the 200 or so bicycles parked on the school playground or the numerous families walking to school. Parents often linger with coffee in hand to talk with each other, thus building a strong communication web for our entire community. According to our parent leadership groups, it is this sense of community that makes Slavens a very special place.

In our constant efforts to improve the already high quality of student work, we have also established a clear character education standard throughout the school that is consistently reinforced. The Slavens Code of Conduct empowers and guides all of us. The original parent group who helped re-open the school played a

significant role in developing this code for the school: "At Slavens we take the high road. We genuinely care about ourselves, each other and our school. We show and receive respect by using kind words and actions, listening thoughtfully, standing up for ourselves and others, and taking responsibility for our own behavior and learning. This is who we are even when no one is watching!"

Slavens K-8 teachers participated in the review of TCAP data at our staff meeting on August 21<sup>st</sup>, 2012 and then in data team meetings with individual grade level teachers on September 19<sup>th</sup> and 20<sup>th</sup>, 2012. Our School Leadership Team met on October 2<sup>nd</sup> and October 8<sup>th</sup>, 2012 for the purpose of reviewing our Unified Improvement Plan.

Review of Current Performance

According to the current ratings from both the Colorado Department of Education (CDE) and Denver Public Schools (DPS), Slavens received an "Exceeds Expectations" on all Performance Indicators.

	Status	Growth	Growth Gaps	Overall
CDE	Exceeds	Exceeds	Exceeds	NA
DPS	Exceeds	Exceeds	NA	Distinguished

When reviewing the UIP Target from the 2011-2012 Unified Improvement Plan, it was determined that Slavens did meet the following target: Slavens will close the boy/girl achievement gap from 12% to 10%. The actual academic status percentages moved from 12% to a 3% gap in boy/girl writing performance. Even though we met and exceeded the target, the current data is supporting a need to shift the focus of the current UIP from a gender gap to a whole school focus on Writing.

Trends Analysis

As we've examined our TCAP data, we've continued to see improvement in the majority of subject areas at each grade level. In 20 TCAP tests given in reading, writing, math and science for grades 3<sup>rd</sup> through 8<sup>th</sup>, we have seen gains in 11 of the tests administered. However, by looking at the grade-by-grade breakdown, we see that our writing scores have still lagged behind our reading and math scores by 7% - 8% on average. Our writing scores in 2012 range from a low of 75% proficient or advanced in 4<sup>th</sup> grade to a high of 96% in 5<sup>th</sup> grade. While we've continued to see improvement in writing, we still see a need for improvement in this area.

The following trends were identified:

**Status:**

- The percentage of students scoring Proficient and Advanced in all content areas has increased since 2008, with all content areas exceeding district and state

expectations.

- The percentage of students scoring Proficient and Advanced has remained relatively flat since 2010 in Reading (92%, 91%, 92%), in Writing (85%, 86%, 85%), and in Math (93%, 92%, 93%).
- The percentage of 3<sup>rd</sup> grade male students who scored proficient or advanced on the Writing CSAP went from 48% in 2008 to 87% in 2012.
- During that same time period, the percentage of females who scored proficient or advanced on the Writing CSAP went from 74% to 80%.
- The percentage of 4<sup>th</sup> grade male students who scored proficient or advanced on the Writing CSAP went from 62% in 2008 to 80% in 2012.
- During that same time period, the percentage of females who scored proficient or advanced in 4<sup>th</sup> grade went from 77% to 70%.
- The percentage of male 5<sup>th</sup> grade students who scored proficient or advanced on the Writing CSAP went from 73% in 2008 to 96% in 2012. During this same period of time, 5<sup>th</sup> grade females went from 84% to 96%.
- The percentage of male 6<sup>th</sup> grade students who scored proficient or advanced on the Writing CSAP went from 74% in 2008 to 78% in 2012. During this same period of time, 6<sup>th</sup> grade females went from 96% to 97%.
- The percentage of male 7<sup>th</sup> grade students who scored proficient or advanced on the Writing CSAP went from 71% in 2008 to 89% in 2012. During this same period of time, 7<sup>th</sup> grade females went from 92% to 96%.
- The percentage of male 8<sup>th</sup> grade students who scored proficient or advanced on the Writing CSAP went from 71% in 2008 to 77% in 2012. During this same period of time, 8<sup>th</sup> grade females went from 91% to 85%.
- The overall Academic Achievement Gap between male and female proficiency on CSAP improved from a difference of 24 percentage points in 2008 to 3 percentage points in 2012, thus an overall closing of the gap of 21 percentage points.

#### **Growth:**

- The overall Median Growth Percentile (MGP) in Reading increased to 65 in 2012 after remaining flat at 64 from 2009 to 2011 to meet the district expectation of 65 for high growth.
- The MGP in Writing declined from 69 in 2009 to 66 in 2010 and 2011 to 63 in 2012 falling below the district expectation of 65 for high growth.
  - The MGP, for 4<sup>th</sup> grade went from 53 in 2008 to 60 in 2012.
  - The MGP for 5<sup>th</sup> grade went from 50 in 2008 to 58 in 2012.
  - The MGP for 6<sup>th</sup> grade went from 85 in 2008 to 73 in 2012.
  - The MGP for 7<sup>th</sup> grade went from 58 in 2008 to 72 in 2012.
  - The MGP for 8<sup>th</sup> grade went from 67 in 2008 to 63 in 2012.
- The MGP in Math decreased from 71 in 2009 to 64.5 in 2011, but increased to 70 in 2012 exceeding the district expectation of 65 for high growth.
- The Overall MGP for CSAP from 2008 to 2012 fluctuated. In 2008 the MGP of all grade levels combined was 63, in 2009 it was 69, in 2010 it was 65.5, in 2011

it was 66 and in 2012 it was 63 again.

### **Growth Gaps:**

- The difference in the Math MGP for the Minority Focus group compared to the Non-Minority Reference group increased from 8 percentiles to 13 percentiles from 2011 to 2012 in grades 6 through 8.
- In 2011, there was a 15 percentile difference between the Non-Minority Reference group and the Minority subgroup. In 2012, the MGP for the Minority Focus group was higher than the Non-Minority Reference group by 13 percentiles in grades 6 through 8.
- The difference in the Writing MGP for the Minority Focus group compared to the Non-Minority Reference group increased from 0.5 percentiles to 16 percentiles from 2011 to 2012 in grades 6 through 8.

### Priority Performance Challenge

The SLT met on September 9<sup>th</sup>, 2012 to review the trend statements that had been generated by the teachers. Also, the SLT met on October 2<sup>nd</sup> and 8<sup>th</sup>, 2012 to review the UIP. As an SLT it was agreed that the following were our priority performance challenges, as we continue to see the need to focus our improvement efforts on writing:

Status: Writing performance is 7 percentage points below Reading and 8 percentage points below Math.

Growth: The MGP in Writing declined from 69 in 2009 to 66 in 2010 and 2011 to 63 in 2012 falling below the district expectation of 65 for high growth.

### Root Cause

As a staff, we sought the reason for our decline by completing a root cause analysis. Teachers brought up several points relevant to our writing instruction and interventions. The organization of constructed response answers has been unsuccessful and many students do not fully or properly answer the prompts/ questions. Even though we have made writing a priority we are still not seeing improvement in every grade level. We still see that our expectations are not clear from grade level to grade level. Writing Interventions have targeted the needs of boys and we have seen some improvement at some grade levels. Further discussions with our school leadership team will help us to build ways to verify this information and take steps towards addressing it.

The final agreed upon root cause is: Writing expectations are not clear from grade level to grade level.

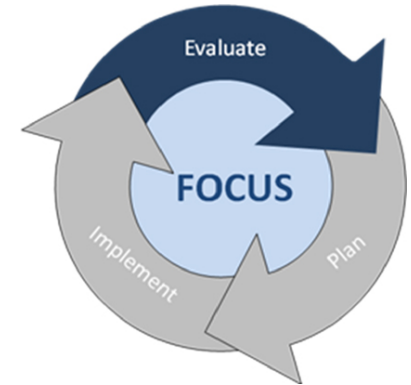
## Section IV: Action Plan(s)

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	DPS Targets	Elem: From 92% to 94% MS: From 94% to 95%			
		M	DPS Targets	Elem: From 95% to 96% MS: From 90% to 91%			
		W	Writing performance is 7 percentage points below Reading and 8 percentage points below Math.	Elem: The percentage of students scoring Proficient and Advanced on Writing will increase from 85% to 86%. MS: The percentage of students scoring Proficient and Advanced on Writing will increase from 90% to 92%.		The percentage of students scoring Proficient and Advanced on the DPS writing interim will increase at each grade level by the following: 2 <sup>nd</sup> Grade: 25% to 75% 3 <sup>rd</sup> Grade: 58% to 75% 4 <sup>th</sup> Grade: 45% to 75% 5 <sup>th</sup> Grade: 59% to 80% 6 <sup>th</sup> Grade: 48% to 80% 7 <sup>th</sup> Grade: 84% to 85% 8 <sup>th</sup> Grade: 80% to 85%	We will use the CCSS for literacy to guide all writing instruction. High Impact Instructional Moves will be embedded in cross-curricular instruction to increase writing proficiency.
		S	DPS Targets	Elem: From 82% to 85% MS: From 82% to 84%			
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W					
		ELP					
Academic	Median	R					



Growth Gaps	Student Growth Percentile	M					
		W	The MGP in Writing declined from 69 in 2009 to 66 in 2010 and 2011 to 63 in 2012 falling below the district expectation of 65 for high growth.	The MGP for Writing will increase from 63 to 65.	The MGP for Writing will be at or above 65.	The percentage of students scoring Proficient and Advanced on the DPS writing interim will increase at each grade level by the following: 2 <sup>nd</sup> Grade: 25% to 75% 3 <sup>rd</sup> Grade: 58% to 75% 4 <sup>th</sup> Grade: 45% to 75% 5 <sup>th</sup> Grade: 59% to 80% 6 <sup>th</sup> Grade: 48% to 80% 7 <sup>th</sup> Grade: 84% to 85% 8 <sup>th</sup> Grade: 80% to 85%	We will use the CCSS for literacy to guide all writing instruction. High Impact Instructional Moves will be embedded in cross-curricular instruction to increase writing proficiency.
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

**Action Planning Form for 2012-13 and 2013-14**

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

**Priority Performance Challenge:** Writing performance is 7 percentage points below Reading and 8 percentage points below Math.

**Root Cause:** Writing expectations are not clear from grade level to grade level.

**Major Improvement Strategy #1:** We will use the CCSS for literacy to guide all writing instruction. High Impact Instructional Moves will be embedded in cross-curricular instruction to increase writing proficiency.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
1. Using the LEAP framework for effective teaching, we will use group meetings to further our study within our PDU as we dive deeper into High-Impact instructional moves with a focus on I.5—checks for understanding, I.6—provide differentiation, I.7—provide descriptive feedback, and I.8—promote communication and collaboration as they relate to writing skills across grade levels and content areas.	2012 PDU dates: 10/10, 10/17, 10/24, 10/31, 11/7, 11/14, 11/28, 12/5, 12/12, and 12/21 2013 dates: 1/7, 1/9, 1/16, 1/22, 1/23, 1/30, 2/6, 2/13, 2/20, 2/27,	Teacher leaders, Principal and Assistant Principal	School Budget, LEAP Framework Evidence Guide, Moodle PD	We will know these strategies are being used in the classrooms by walkthroughs and observations performed by the principal and assistant principal. Vertical team discussions will review the use of high-impact instructional moves.	In Progress

	3/6, 3/13, 3/20, 4/3, 4/10, 4/17, 5/1, 5/8, 5/15, 5/22, 5/29,			Using classroom teacher assessments and district Interim tests, the students will show improvement in writing scores.	
2. Professional Development Units will be differentiated to meet the individual needs of Literacy teachers, Math teachers, and Specials teachers in order to support writing in each content area.  Group #1: CCSS in Literacy with a focus on standard #1 in Reading and Writing. These standards direct our instruction toward finding claims and evidence within non-fiction text.  Group #2: CCSS in Mathematics  Group #3: Integrating technology in the classroom	September 2012 – April 2013  PDU topics will be revisited for the 2013-2014 school year.	All classroom teachers and specialty teachers.	School Budget  Books: <i>Pathways to the Common Core</i> and <i>The Common Core Mathematics Standards</i>  Teacher-created PD tools and websites and sharing of their trainings.	Principal & AP classroom observation and feedback.  IS observation.  Grade level and vertical team discussions.	In Progress
3. Use prompt/and constructed response writing across all grade levels K-8. Teachers use the school-wide rubric (from CDE/ Interim Assessments) to score interim tests 3 times during the year.	September 2012- April 2013  Revisit for 2013-2014 school year	All teachers and support personnel	CDE and Interim rubrics	Student graphed data showing growth of individual performance.  Teacher data.	In Progress
4. Through grade level collaboration, students are held accountable in all content areas for their writing with a focus on: content, organization, grammar, spelling and word choice.	Weekly between September 2012- April 2013	All teachers, and support personnel	Student-generated charts, vocabulary resources, and collaboration time	Data team minutes and PLC discussions will reflect this focus with evidence of strategy implementation in the classroom in the form of charts, word walls, student data notebooks and teacher plans	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).

## Section V: Appendices

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

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