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

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8006 School Name: SMITH ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	71.65%	-	-	37.1%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	30.89%	-	-	
		W	53.52%	-	-	22.76%	-	-	
		S	47.53%	-	-	9.09%	-	-	
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: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	64	-	-	51	-	-	
		M	84	-	-	51	-	-	
		W	75	-	-	49	-	-	
		ELP	34	-	-	37	-	-	

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

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

Accountability Status and Requirements for Improvement Plan

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

Section II: Improvement Plan Information

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

Additional Information about the School

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

Improvement Plan Information

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

☑ State Accountability   ☑ Title IA (Targeted Assistance or Schoolwide)   ☐ Title I Focus School   ☑ Tiered Intervention Grant (TIG)

☑ Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant   ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jason Krause, Principal
	Email	jason_krause@dpsk12.org
	Phone	720-424-4000
	Mailing Address	3590 Jasmine Street Denver, CO 80207-1350
2	Name and Title	Dawn Salter, Assistant Principal
	Email	dawn_salter@dpsk12.org
	Phone	720-424-4000
	Mailing Address	3590 Jasmine Street Denver, CO 80207-1350

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.
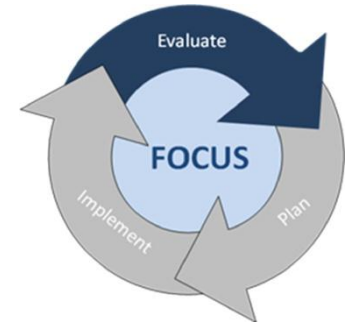
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*
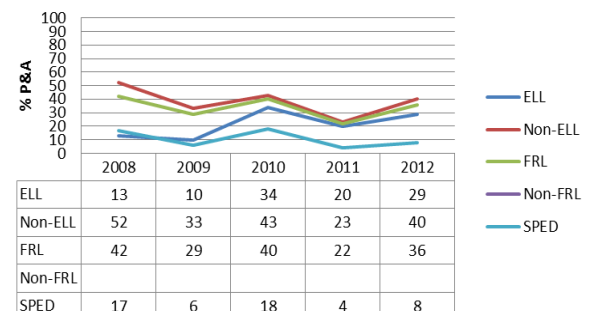
Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percent of students scoring proficient or advanced in reading will increase from 23% to 31%.	The percentage of students scoring proficient or advanced in reading was 37. We exceeded our goal by 6 points.	-Teachers did a better job with helping students set and track their STAR growth. - Every teacher knew their students and where they were struggling. - Teachers consistently posted and stated learning objectives for their students. - There was intentional planning happening at the vertical and horizontal levels where teachers planned collaboratively and discussed strategies. - There was a positive school culture that included PBIS behavior and support interventions that helped keep students in the classroom.
Academic Growth	The median growth percentile in reading will meet or exceed the 57th percentile.	The median growth percentile in reading was 50.5. We missed our target by 6.5 points.	
Academic Growth Gaps	The median growth percentile in reading for our ELL students will meet or exceed the 55th percentile.	The median growth percentile in reading for our ELL students was 51. We missed our target by 5 points.	

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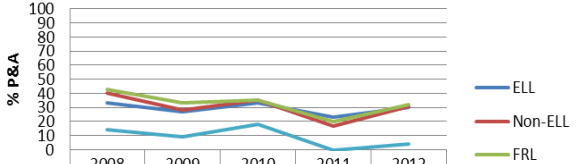| Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Post Secondary Readiness	N/A		

Worksheet #2: Data Analysis

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

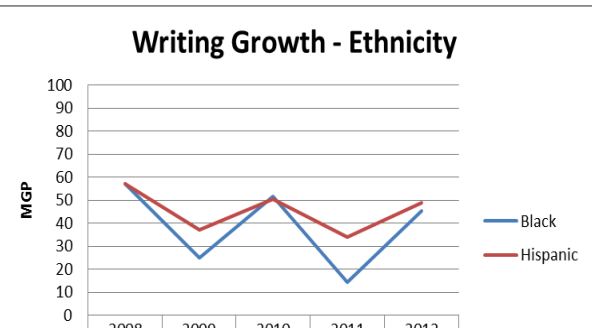| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	 **Status - Overall** 	Year	Reading	Writing	Math	Science
2008	42	22	40	7
2009	29	19	30	12
2010	41	23	35	4
2011	23	13	20	7
2012	37	23	32	8 | The percentage of students scoring proficient and advanced on the reading TCAP/CSAP has decreased and then increased from 2008-2012 and is below the state's expectation of 72. The percentage of students scoring proficient and advanced on the writing TCAP/CSAP has decreased and then increased from 2008-2012 and is below the state's expectation of 54. The percentage of students scoring proficient and advanced on the math TCAP/CSAP has decreased and then increased from 2008-2012 and is below the state's expectation of 71.	The percentage of our students scoring proficient and advanced on the reading TCAP/CSAP has decreased and increased each year from 2008-2012 (42, 29, 41, 23, 37) and is 35 points below the state's expectation of 72.	We lack an efficient system for assessing (academically and emotionally) and supporting students. We have not mastered strategies for differentiating for academic and behavioral needs.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of students scoring proficient and advanced on the science TCAP/CSAP has remained stable from 2008-2012 and is below the state's expectation of 48.		
	The percentage of our English Language Learners scoring proficient and advanced on the reading TCAP/CSAP has decreased and then increased from 2008-2012 with our non-English Language Learners outperforming our English Language Learners for the last three years. The percentages of all subgroups scoring proficient and advanced on the reading TCAP/CSAP have decreased and then increased from 2008-2012 and are below the state's expectation of 72.		

Reading Status - Subgroup

	2008	2009	2010	2011	2012
ELL	13	10	34	20	29
Non-ELL	52	33	43	23	40
FRL	42	29	40	22	36
Non-FRL					
SPED	17	6	18	4	8

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

Writing Status - Subgroup

% P&A	2008	2009	2010	2011	2012
ELL	3	16	16	8	22
Non-ELL	32	19	27	16	22
FRL	24	18	22	12	23
Non-FRL					
SPED	8	10	0	0	0

Legend: ELL, Non-ELL, FRL, Non-FRL, SPED

The percentage of our English Language Learners scoring proficient and advanced on the writing TCAP/CSAP has decreased and then increased from 2010-2012 with our non-English Language Learners outperforming our English Language Learners by at least eight points for two of the last three years.

The percentage of Free and Reduced Lunch students scoring proficient and advanced on the writing TCAP/CSAP has decreased and then increased from 2008-2012 and is below the state's expectation of 54.

The percentage of our Special Education students scoring proficient and advanced on the writing TCAP/CSAP has increased and then decreased from 2008-2012 and has never risen above 10.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Math Status - Subgroup % P&A axis: 0–100 Legend: ELL, Non-ELL, FRL, Non-FRL, SPED 		

Math Status - Subgroup

	2008	2009	2010	2011	2012
ELL	33	27	33	23	30
Non-ELL	40	28	35	17	31
FRL	43	33	35	20	32
Non-FRL					
SPED	14	9	18	0	4

The percentage of our English Language Learners scoring proficient and advanced on the math TCAP/CSAP has remained stable from 2008-2012 with our non-English Language Learners outperforming our English Language Learners for 4 of the last 5 years.

The percentage of all other subgroups scoring proficient and advanced on the math TCAP/CSAP has decreased and increased from 2008-2012 with all groups performing below the state's expectation of 71.

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

	2008	2009	2010	2011	2012
ELL	0	0	0	5	0
Non-ELL	14	17	4	5	10
FRL	10	13	7	5	8
Non-FRL					
SPED					

The percentage of our English Language Learners scoring proficient and advanced on the science TCAP/CSAP has remained stable from 2008-2012 with our non-English Language Learners outperforming our English Language Learners by at least four points in four of the last five years; the proficiency level has not risen above 5%.

Academic Growth

 Growth - Overall

	2008	2009	2010	2011	2012
Reading	52	25	66	24	50.5
Writing	57	28	51	24	49
Math	53.5	35	63	27	51

The overall median growth percentiles on the reading, writing and math TCAP/CSAP have decreased and then increased

Priority Performance Challenges: The median growth percentile for our students on the reading TCAP/CSAP has decreased and increased from 2008-2012 (52, 25, 66, 24, 50.5) with our most recent score being .5 points above the state's median.

Root Causes: We lack an efficient system for assessing (academically and emotionally) and supporting students.

We have not mastered strategies for differentiating for academic and behavioral needs.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	each year from 2008 to 2012 with reading and math above the state's median of 50 and writing below.		
	CELA Overall Growth 	2009	2010	2011	2012
CELA	48.5	52.5	38	37 | The overall median growth percentile for students on the CELA has decreased from 2010-2012 and is above the adequate growth percentile of 34.		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	**Reading Growth - Ethnicity** *(line chart, MGP vs year)* 		2008	2009	2010	2011	2012
Black	61	20	62.5	20	47.5
Hispanic	22	28	73	33.5	54.5 | The median growth percentile for our Black and Hispanic students on the reading TCAP/CSAP has decreased and then increased each year from 2008 to 2012 with Hispanic students above the state's median of 50 and Black students below.		
	Reading Growth - Subgroups *(line chart, MGP vs year)* 		2008	2009	2010	2011	2012
ELL	22.5	29	73	31.5	51
Non-ELL	59.5	17	59	19	50
FRL	51	25	71	22	50.5
SPED	23	18	75	22	50 | The median growth percentiles for English Language Learners, Non-English Language Learners, FRL and SPED on the reading TCAP/CSAP have decreased and then increased	N/A	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	each year from 2008 to 2012 and are all at or above the state's median of 50.		

Writing Growth - Ethnicity

MGP

	2008	2009	2010	2011	2012
Black	57	25	51.5	14.5	45.5
Hispanic	57	37	50.5	34	49

The median growth percentiles for our Black and Hispanic students on the writing TCAP/CSAP has decreased and then increased each year from 2008 to 2012 and are below the state's median of 50.

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

	2008	2009	2010	2011	2012
ELL	57	47.5	52	28	49.5
Non-ELL	59	19	49	19.5	46
FRL	58	30	50.5	23	49
SPED	42	24.5	47	23	41
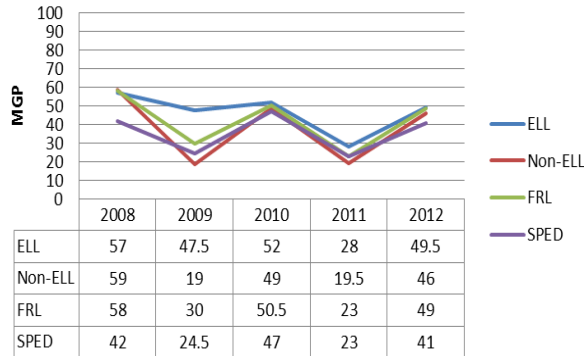
The median growth percentiles for our English Language Learners and Non-English Language Learners on the writing TCAP/CSAP have decreased and then increased each year from 2008 to 2012 and are below the state's median of 50.

Math Growth - Ethnicity

	2008	2009	2010	2011	2012
Black	54.5	25	64	17	50.5
Hispanic	48.5	45	64	35	39
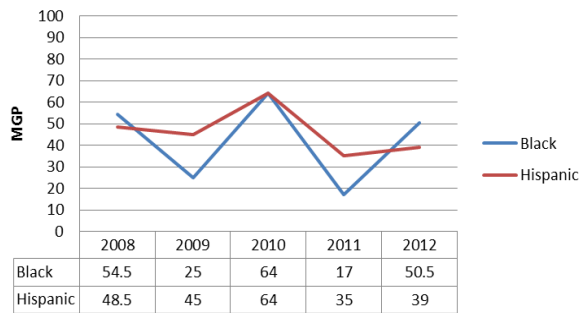
The median growth percentiles for our Black and Hispanic students on the math TCAP/CSAP have decreased and then increased each year from 2008 to 2012 with Hispanic students below the state's median of 50 and Black students above.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Math Growth - Subgroups |	**MGP**	**2008**	**2009**	**2010**	**2011**	**2012**
---	---	---	---	---	---	---
ELL	43	45	68	35	57.5
Non-ELL	57	25	62	21.5	51
FRL	56	31	57	26.5	51
SPED	52.5	40	19	41.5	52.5 | The median growth percentiles for our English Language Learners, Non-English Language Learners, and Free and Reduced Lunch students on the math TCAP/CSAP have decreased and then increased each year from 2008 to 2012 and are above the state's median of 50. The median growth percentile for our Special Education students on the math TCAP/CSAP has increased from 2010-2012 and is above the state's median of 50.		
Post Secondary & Workforce Readiness	N/A		

Data Narrative for School

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

Data Narrative for School

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

Narrative:

Description of School and Process for Data Analysis

(Include a brief description of the school, the process for developing the UIP, and who participated in the data analysis such as parents, school staff, and program administrators such as Early Reading First or Head Start.)

In April of 2012, Smith was awarded a $60,000 diagnostic review grant. This School Support Team visit consisted of the following: 16 interviews with administration, 3 district administrators interviews, 8 instructional facilitator interviews, 42 classroom teacher interviews, 5 social/emotional support personnel interviews, 25 paraprofessional interviews, 2 office staff interviews, 24 parent interviews, 161 student interviews, conducted 190 classroom observations and observed 17 staff meetings.

Following this visit, the CDE School Support Team made two recommendations:

1. Raise student achievement through planned, purposeful instruction which meets the needs of all students
2. Create and interactive school-community culture

For two full days In August, all staff spent time learning about the report and working on crafting initial ideas four our u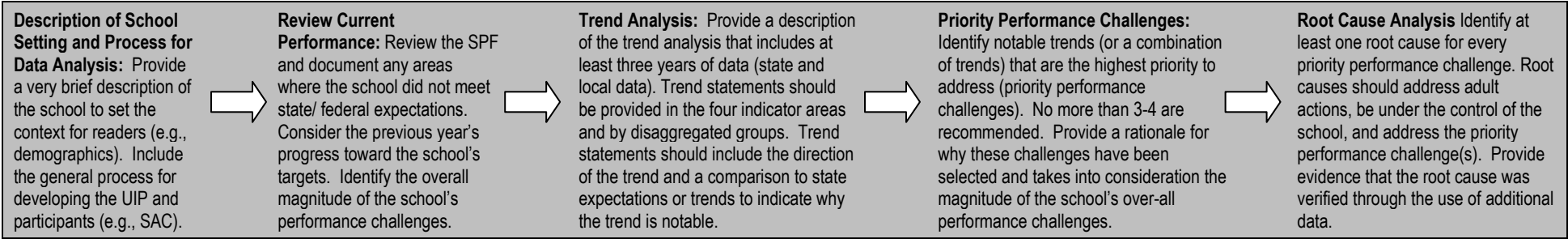nified improvement. The following week, all attended all PDs to align our work and strengthen our partnerships. One day during the week, the staff analyzed data reports from multiple measures. All reports were disaggregated. Following analysis of the reports, staff reported that despite the growth shown from 2010-2011 to 2011-2012, there is a strong sense of urgency and a responsibility to our community to keep the strong systems in place from last year while refining our instructional methods and assessment techniques.

We have

Review Current Performance

(Identify where you did not meet expectations in status, growth, and growth gaps. Reference the state and district SPFs and section I of this template. Describe whether or not you met the targets you set last year in status, growth and growth gaps, what those targets were, and how far away you were from your goals.)

On September 12, 2012, our staff convened to review last year's targets. Our results are as follows: We do not meet expectations for status, and we are approaching for gaps and growth gaps. Here is a more detailed look at last year's targets:

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)	The percent of students scoring proficient or advanced in reading will increase from 23% to 31%.	The percentage of students scoring proficient or advanced in reading was 37. We exceeded our goal by 6 points.	-Teachers did a better job with helping students set and track their STAR growth. - Every teacher knew their students and where they were struggling. - Teachers consistently posted and stated learning objectives for their students. - There was intentional planning happening at the vertical and horizontal levels where teachers planned collaboratively and discussed strategies. - There was a positive school culture that included PBIS behavior and support interventions that helped keep students in the classroom.
Academic Growth	The median growth percentile in reading will meet or exceed the 57th percentile.	The median growth percentile in reading was 50.5. We missed our target by 6.5 points.	
Academic Growth Gaps	The median growth percentile in reading for our ELL students will meet or exceed the 55th percentile.	The median growth percentile in reading for our ELL students was 51. We missed our target by 5 points.	

Trend Analysis

*(Talk about what data you analyzed including relevant local performance data such as STAR and Interims. Consider comparing school and district data. Describe trends you noticed including negative trends (priority performance challenges.) Be explicit about which indicator the trend refers to (status, growth, growth gaps.) Include analysis of data at a more detailed level than presented in the SPF report including **all** students (for example, within a cohort, within a grade level, within a disaggregated group).*

On September 12th the whole staff convened to examine TCAP status and growth reports across content areas. We noted the following trends:

- The percentage of students scoring proficient and advanced on the reading, writing and math TCAP/CSAP has decreased and then increased from 2008-2012.

- The percentage of students scoring proficient and advanced on the science TCAP/CSAP has remained stable from 2008-2012.

- The vast majority of the trends we examined showed a distinct pattern of increasing and decreasing each year.

Please see the trends column above for a more detailed view.

Priority Performance Challenges

(Explain how you prioritized performance challenges. Include at least one priority performance challenge for each indicator for which minimum expectations were not met. Specify priority disaggregated groups in detail such as for a cohort of students, a grade level, or within a sub-content area.)

On September 19th the School Leadership Team (SLT) examined a visual representation of our trends data across content areas and subgroups. We captured our observations, applied the REAL criteria agreed upon the following priority performance challenges:

Status:

The percentage of our students scoring proficient and advanced on the reading TCAP/CSAP has decreased and increased each year from 2008-2012 (42, 29, 41, 23, 37) and is 35 points below the state's expectation of 72.

Growth:
The median growth percentile for our students on the reading TCAP/CSAP has decreased and increased from 2008-2012 (52, 25, 66, 24, 50.5) with our most recent score being.5 points over the state's median.

Growth Gaps
Because our gaps groups had very similar median growth percentiles, one group in particular could not be identified with respect to a priority performance challenge.

	Reading				Writing				Math				Science	
	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Status	Trend	TCAP Growth	Trend	TCAP Status	Trend
Overall	37	incon	50.5	incon	23	→	49	incon	32	incon	51	incon	8	→
Grade K														
Grade 1														
Grade 2														
Grade 3	57	incon			33	incon			41	incon				
Grade 4	27	incon	57.5	incon	7	incon	47	incon	32	incon	59	incon		
Grade 5	27	incon	48	incon	27	incon	49	incon	22	↓	49	incon	8	→
Grade 6														
Grade 7														
Grade 8														
Asian/Pacific Islander														
Black	39		47.5	incon	20		45.5	incon	27		50.5	incon	10	
Hispanic	68		54.5	↑	24		49	incon	37		39	incon	8	
White														
Male	33	incon			18	incon			32	incon			12	incon
Female	40	incon			27	incon			32	incon			4	↓
FRL	36	incon	50.5	incon	23	incon	49	incon	32	incon	51	incon	8	incon
Non-FRL														
ELL	29	incon	51	↑	22	incon	49.5	incon	50	incon	57.5	incon	0	→
Exited ELL														
Non-ELL	40	incon	50	incon	22	incon	46	incon	31	incon	51	incon	10	incon
SPED	8	incon	50	↑	0	→	41	incon	4	incon	52.5	↑		
Non-SPED	44	incon			28	incon			38	incon			7	→

Root Cause Analysis

(Name the root causes for each of your priority performance challenges. Make sure the causes are ones the school can control and that they reflect the analysis of multiple types of data. Consider broad, systemic root causes if the school did not meet expectations on a large number of indicators. Explain how you identified and verified (with more than one data source) root causes and how stakeholders were involved.)

Root cause analysis was conducted as a two-part conversation. Part I involved the entire school staff on September 26th. We presented the priority performance challenges and generated all possible explanations for status, growth, and growth gaps. We then removed explanations that we could not control or were not supported by data. We consolidated and named the remaining explanations in sentences crafted as deficits (we lack/do not have/have not mastered.) Some of the possible root causes we generated were as follows:

- Lack of systems, coherence, collaboration over time.

- Lack of curriculum support; lack of professional development.
- We lack systems/non-negotiables in reading instructions (specifically guided reading.)
- We have not mastered implementation and maintenance of a system that cultivates school wide effective instruction regardless of student population and behavior.
- We lack systems and supports of entry and exit to assist our unique transient population with high social emotional needs.
- We have not mastered strategies for differentiating and catching

The SLT then convened on October 6th to begin prioritize the remaining items and to examine "why." The following root causes were identified:

We lack an efficient system for assessing (academically and emotionally) and supporting students.

We have not mastered strategies for differentiating for academic and behavioral needs.

We then verified the root causes through teacher anecdotal data and classroom observations.

Each week the Principal meets with three teacher leaders, an instructional dean and a Teacher Effectiveness coach to review progress and ensure actions align with the UIP. On November 8th, the School Leadership Team reviewed the action steps once more. The representatives the reviewed them with their various teams and departments. On November 19th, the School Leadership team convened to make some final adjustments to the UIP.

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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.
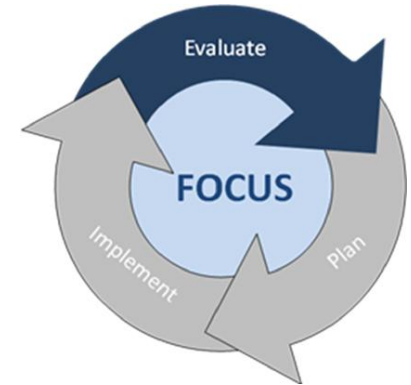
School Target Setting Form

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	The percentage of our students scoring proficient and advanced on the reading TCAP/CSAP has decreased and increased each year from 2008-2012 (42, 29, 41, 23, 37) and is 35 points below the state's expectation of 72.	The percentage of our students scoring proficient or advanced on the reading TCAP will be 40.	The percentage of our students scoring proficient or advanced on the reading TCAP will be 48.	DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of students making at least one year's worth of growth as per DRA2/EDL2 guidelines. STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and	We will be efficient as we assess and support students both academically and emotionally. We will identify and master strategies for differentiating for academic and behavioral needs.

		R				May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines. Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals. AIMS Web will be administered to identified students and will be reviewed after each test administration. We expect to see 100% of students making at least one year's worth of growth as per AIMS Web guidelines.	
		M					
		W					
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	The median growth percentile for our students on the reading TCAP/CSAP has decreased and increased from 2008-2012 (52, 25, 66, 24,	The median growth percentile for our students on the reading TCAP will be 55.	The median growth percentile for our students on the reading TCAP will be 55.	DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously	We will create an efficient system for assessing (academically and emotionally) and supporting students.

| | | | 50.5) with our most recent score being just .5 points over the state's median. | | | monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of students making at least one year's worth of growth as per DRA2/EDL2 guidelines.

STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines.

Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in | We will identify and master strategies for differentiating for academic and behavioral needs. |

						line with established SMART goals. AIMS Web will be administered to identified students and will be reviewed after each test administration. We expect to see 100% of students making at least one year's worth of growth as per AIMS Web guidelines.	
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R	N/A				
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate		N/A				
	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.

Major Improvement Strategy #1: We will create an efficient system for assessing (academically and emotionally) and supporting students.

Root Cause(s) Addressed: We lack an efficient system for assessing (academically and emotionally) and supporting students.

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)
Smith faculty unwraps the CDE Site Review and student achievement data from 2008-2012 to formulate summary statements that ties the reports with implications for our work. All staff complete professional development session and develop collective sense of urgency	August 16 August 17 August 22	All Staff	**CDE NCLB Grant** Extra Duty Pay: $11,060 to certified and $8,000 to classified staff **Tiered intervention Grant**: Off site rental: $ 3,320 Consultant: $3,300 Transportation: $500	100% of staff will attend the CDE Site Review meeting as evidenced by sign-in sheets and next steps note cards.	Completed
Develop master calendar integrating district assessment calendar, school data cycles and response to intervention model.	August 2012 Revisit: May 2013	Instructional Dean Teacher Leaders Principal Behavior Interventionist	**School Budget:** Principal Salary, $112,000 **Tiered Intervention Grant:** 70,000 for Instructional Dean Salary	Master calendar will be completed as evidence by document.	Completed

			Title I: Math Facilitator Salary, 48,592		
Implement schedule that includes time for vertical, horizontal professional development and grade level meetings.	August 2012	Instructional Dean Principal Math Facilitator	**School Budget**: Principal Salary, $112,00 **Tiered Intervention Grant:** Salary for Instructional Dean, $70,000 **Title I** Salaries for Math Facilitator 0.75, $48, 592	Vertical, horizontal, professional development, and grade level meetings will be accounted for during the school year as evidenced by a master calendar.	Completed
Administer and score quarterly Power Standard Reading Benchmark assessments during vertical meetings	October 2012-May 2013	Instructional Dean ELL TEC Principal	**Tiered Intervention Grant:** Instructional Dean Salary, $70,000	100% of classroom teachers will administer and score quarterly Power Standard Reading Benchmark assessments as evidenced by agendas and students' scores posted in classrooms.	In progress
Develop grade level rubrics establishing proficiency for reading responses that include differentiated techniques for students to show their progress.	November 2012-indefinite	Instructional Dean ELL TEC	**Tiered Intervention Grant:** Instructional Dean Salary, $70,000	Grade level rubrics will be created for reading responses as evidenced by agendas and posted rubrics.	In progress
Establish clear guidelines school wide regarding reading progress monitoring using AIMS Web.	October 2012	Instructional Dean ELL TEC Certified Teachers Principal	**Tiered Intervention Grant:** Salaries: 70,000	AIMS Web will be administered according to school wide guidelines as evidenced by program documentation.	Completed
Analyze behavior data from Tier I and Tier 2 and increase support to students and staff as	September-ongoing	Principal Assistant Principal	**School Budget**: $201, 582 in administrative salaries	Behavior data will be analyzed as evidence by	In progress

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| appropriate interventions immediately. | | Psychologist
Behavior Interventionist | **Title I:** 0.8 Psychologist Salary $59, 760 | monthly scheduled meetings and behavior plans. | |

* 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).

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Major Improvement Strategy #2: We will identify strategies and move toward masterful implementation of those strategies in order to differentiate for academic and behavioral needs.

Root Cause(s) Addressed: We have not mastered strategies for differentiating for academic and behavioral needs.

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)
Analyze multiple data sources (CBLA, CELA, DRA2EDL2, STAR) to determine best language of instruction and classroom placement for English Language Learners.	August-September	Principal ELL TEC ISA Team	**School Budget:** Principal salary-112,000 ISA Team Salaries $372, 000	ELL reports show between 95% and 100% correct placement at all times.

Resulting actions are identified:

Hired additional ELA-S paraprofessional to support 3rd grade transitioning students

Formed guided reading groups in classrooms that support L1 and L2. | Completed |
| Determine next steps. | October 2012 | Principal ELL TEC | **School Budget:** Principal Salary, $112,000 | Next steps will be documented as per the | Completed |

		Instructional Dean	**Tiered Intervention Grant:** 70,000 for Instructional Dean Salary	action plan.	
Create a data wall for all subjects that capture student status and student growth every six weeks and track the status and growth of all subgroups. Develop intervention key. Capture information on Rtl tracker intervention log.	September 2012 November 2012 January 2013 March 2013 May 2013	Instructional Dean Math Facilitator	**Tiered Intervention Grant:** Instructional Dean Salary: $70,000 **Title I** :Salary for Math Facilitator: $48, 982	100% of students will be progress monitored for status and growth every six weeks as evidence by a data wall and tracker intervention logs.	In progress
Collect baseline data regarding differentiated techniques currently implemented across the school and design professional development calendar to support next instructional steps	October 2012-ongoing	Principal Assistant Principal Instructional Dean Teacher Leaders School Leadership Team	**Tiered Intervention Grant:** Instructional Dean Salary $70,000 **School Budget**: Salaries for Principal, Assistant Principal $201, 582	100% of classrooms will be observed for baseline data and recorded as observation notes to be communicated in the bulletin.	Walkthrough complete, PD through Dec. complete,
Dissect multiple data sources (CBLA, CELA, DRA2EDL2, STAR,SWIS, AIMS Web, TS Gold) to determine targeted reading strategy for guided reading every six weeks.	October 2012-ongoing	Principal Assistant Principal Behavior Interventionist Instructional Dean ELL TEC M/M Teachers	**School Budget:** $ 658, 738 for teacher and administration salaries **Title 1:** 0.75 Math Facilitator salary, $48, 592 **Tiered Intervention Grant:** Instructional Dean Salary, $70,000 Salary for Behavior Interventionist: $32,500	100% of students will have identified focus strategies for guided reading as evidenced by lesson plans and classroom observations.	In progress
Coordinate a series of learning labs that focuses on ELL differentiation during whole group instruction	October November	Instructional Dean Teacher Leaders	**Tiered Intervention Grant:** Instructional Dean Salary,	100% of identified teachers will participate in	In progress

and individual student work time.	December January February	ELL TEC Principal	$70,000 3 Guest Teachers/5 days: $1,950 **School Budget**: Teacher Leader Salaries $135,000 Salaries for Principal, Assistant Principal $201, 582	a learning lab as evidenced by agendas and notes.	
Increase culturally responsive classroom management techniques by participating in a two-day workshop.	January 2013 December 2013	Principal Consultant Communication Specialist	**Tiered Intervention Grant:** Salary for Behavior Interventionist: $32,500 Salary for 0.4 SW: 32,000 Price for Consultant $1,500/day +travel Communication Specialist Salary: $50,000 **Title I:** Salary for 0.8 Psychologist: $59, 760	100% of teachers will participate in a two-day workshop as evidence by sign-in sheets.	In progress

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Major Improvement Strategy #3: We will intentionally recognize and celebrate staff, student and parent success.
Root Cause(s) Addressed: We do not intentionally recognize and celebrate staff, teacher and parent success

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)
Develop and implement a communication action plan that will focus on celebration and recognition of staff, students and faculty. Hire a Communication Specialist.	December 2012-May 2014	Assistant Principal Communication Specialist	**School Budget:** Assistant Principal Salary: $89,582 **Tiered Intervention Grant:** Communication Specialist Salary: $50,000	Communication action plan will be completed as evidenced by plan documentation.	In progress
Design a schedule to teach Why Try © lessons to all students once a week and incorporate a positive student recognition system, PAWS Pride.	August 2012-May 2013	Behavior interventionist	**Tiered Intervention Grant:** Salary for Behavior Interventionist: $32,500 **Title I:** Salary for 0.8 Psychologist: $59, 760	100% of students will engage in Why Try © Why Try lessons each week as evidence by lesson plans.	In progress
Celebrate high attendance rates through positive phone calls home and classroom incentives.	August 2012-May 2014	Social worker Behavior Interventionist Communication Specialist	**Tiered Intervention Grant:** Salary for Social Worker $33,000 Salary for 0.5 Behavior Interventionist: $32,500 Salary for 0.4 SW: $32,00 Communication Specialist Salary: $50,000	100% of identified students will receive positive reinforcement for attendance as evidenced by weekly call lists and classroom incentive charts.	In progress

			Title I: Salary for 0.8 psychologist: $59, 760		
Increase parent-teacher home visits from previous year.	May 2013	Psychologist Social Worker Communication Specialist	**Tiered Intervention Grant:** Salary for Social Worker $33,000 Salary for 0.4 SW: $32,00 **Title I**: Salary for 0.8 psychologist: $59, 760	100% of identified parent-teacher home visits will be completed as evidence by a visitation chart.	In progress
Conduct a series of 6 parenting classes in coordination with parent leaders	November-February	Teacher Leaders Parent Leaders Psychologist Communication Specialist	**Title I Parent Involvement:** Childcare for each session: $600 Food and Materials: $1000	Identified families will attend 100% of sessions over a six week period as evidenced by attendance sheets.	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)

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I must use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

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Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	**Staff Involvement**: Data Narrative pp. 17-21 **Parent Involvement** In addition to the voices that were represented in CDE Site Review, there are several other forums to discuss UIP development with parents. The Collaborative School Committee (CSC) has representation from parents, community, faculty, administrators, and classified staff. Parents serving on the CSC assist with the development and finalization of the UIP. The CSC meets regularly once a month and conducts additional meetings when necessary. The purpose and scope of the CSC is to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals. The CSC provides strategic direction in support of the school's mission and vision as stated in the Unified Improvement Plan (UIP). Since January, the CSC met to prioritize staffing and instructional programs. In February, the CSC approved the final budget and instructional initiatives. Also, bell time changes were approved as well as eliminating Early Release Fridays. School Performance Framework (SPF) meetings occurred after school over the course of four school nights. Each night was geared to meet the needs of families; one night took place for English speaking parents and another night took place for Spanish speaking parents, the final night was open to parents who could not attend the other two nights. At the SPF meeting, parents received information regarding Smith's school status, overall school assessment data.

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What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	*p. 26, 27, 31,32*
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 10)	We will create an efficient system for assessing (academically and emotionally) and supporting students.
All core content teachers are highly qualified.	☐ Yes ☐ No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	

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UIP Tiered Intervention Grant (TIG) Action Plan Template
Smith Elementary School

The applicants must complete Tables below for the Intervention strategy that corresponds to the selected TIG Model (Turnaround, Transformation, Restart, Closure). If the grant proposal is approved, the Major Improvement Strategies Section should be copied into the latest version of school's UIP.

Major Improvement Strategy: Adopt Tiered Intervention Grant (TIG) *Transformation* **Model**

Summary of Root Cause(s) this Strategy will Address (from existing UIP):

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 Steps* (e.g., completed, in progress, not begun)
Replace the principal who led the school prior to commencement of the transformation model;	June 2010	Superintendent Chief Academic Officer Assistant Superintendent	Local	New principal hired to lead transformation in 2010-11 Jason Krause	Completed
	Empowering Effective	LEAP team.	Local	Observations	In progress

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that — (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) Are designed and developed with teacher and principal involvement;	Educators: LEAP pilot started 2011-2012, continue into 2012-2013	Peer observers, Administrative team		completed during all windows	
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;	Ongoing since 2004	DPS Human Resources	Pro-Comp compensation program part of district operations – locally funded	Administrators in every classroom in first LEAP observation window will allow leadership team to identify any teachers who may require special evaluations	Completed
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;	Starting summer 2012 and ongoing	West Denver Network Principal and Administrative Team	**TIG** Extra time pay $10,000 Materials $2500 Retreats – leadership team and staff $8500	Summer planning retreats and backward design PLC Conference in September PLC implementation in every grade	
Implement such strategies as financial incentives, increased opportunities for promotion and career	Started 2011-2012 and ongoing	Office of Teacher Leadership and Learning	Local	Teachers fully participating in teacher leadership	

growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.		Principal and Administrative Team		opportunities, grade team leaders selected Process around innovation application	
Turnaround focused governance structure	By August 2012		**TIG** /turnaround staff $25,000	Turnaround staff hired	Completed
Leaders to support instructional improvement and community engagement	By August 2012	Principal and leadership team	**TIG** Instructional Dean $85,000 Communications Specialist $60,000	Positions hired	Not begun
Support social-emotional development	By August 2012	Principal	**TIG** Social worker $30,000	Position hired	Not begun

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SMITH ELEMENTARY SCHOOL

Parent Compact

At Smith, emphasis is placed on developing skills in reading, language arts, and math. There is also instruction in science, social studies, vocal music, technology, and library skills. Classrooms are self-contained and teacher-directed.

Emphasis is also placed on good citizenship, attendance, hard work, and respect for self and others. A written code of conduct, which includes standards of dress and rules of behavior, has been adopted.

Smith's emphasis on literacy is enhanced by the support of parents who commit to take an active role in the education of their child.

I understand at Smith:

My child will spend his/her time following our Positive Behavior Support (PBS) system, which includes developing good citizenship, self discipline, and respect for self and others.

- All students will be expected to complete academic assignments to his/her best potential as determined by the parent and teacher
- My child will be expected to complete <u>daily</u> homework that will support learning. Additional homework will be given upon request.
- Each classroom teacher will teach the standards identified for that grade level.
- Students' progress will be measured in accordance with state, district, and school approved assessments.
- My child will spend most of his/her time developing literacy, math, research, and study skills.
- Parents will be informed on a regular basis of their child's progress and achievement. This includes quarterly progress reports, report cards, and parent conferences.
- My child will adhere to the **dress code** each day
- Pupils experiencing special learning or behavioral difficulties at Smith will work with the classroom teacher and parents in formulating a planned program for achievement.

Parent Agreement

Cooperation between home and school is key to your child's success at Smith. Therefore, you must agree to support the school's program and staff through;

- 95% of the time, my student will be at school daily from 8:10 - 3:00 to ensure instructional time is maximized and classroom disruption is minimized; except in the case of a documented illness or emergency.
- If available and necessary, families will support students in obtaining additional academic supports at Smith Renaissance outside of regular school hours

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- I agree to support Smith's dress code policy; light blue or navy blue shirt and khaki pants, skirts, or shirts.
- Attendance at Back to School Night
- Observing my child in the classroom (during instruction) for at least thirty minutes each semester. Attendance at Parent Workshops can be substituted for classroom visits;
- Teaching my child self respect and self-discipline;
- Reviewing and checking daily homework;
- If my student is unable to respond to Smith's Positive Behavioral Supports (PBS) and behavior interventions, I agree to attend school with my child to maximize their learning time.
- I agree to participate in at least two parent conferences a year; and
- Supporting the teacher's and school's decisions about homework, safety rules, and discipline policy.
- As a Title I school we are required to maximize classroom instruction as a result classroom parties must occur during lunch hours.

Administration

The Principal will support this form of parent involvement; therefore, I will work to do the following:
- Ensure that children are treated with respect and dignity at all times
- Ensure that students have access to highly qualified teaching and support personnel
- Provide a safe, learning environment that allows teachers to teach and students to learn and maximizes instructional time.
- Inform parents of all meetings and encourage and invite parents to attend, to promote positive communication between school and home.
- Seek additional funding to extend learning opportunities and increase support for students
- Respond to parents, community, and students in a timely manner.

Please sign and return this portion of the agreement.

I understand the expectations as stated in this document, and do commit to support and uphold this Parental Support Agreement as outlined above. If I am unable to support or fulfill my obligations as set forth in this agreement, I will transfer or withdraw my child from Smith Elementary School after a conference with the school personnel.

Child's name   _____ Grade _____ Room _____

_____   _____
Printed Name of Parent/Guardian   Date

_____   _____
Signature of Parent/Guardian   Date

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Escuela Smith
Compacto de padres de familia

En la escuela Smith, el énfasis es puesto en construir las habilidades en lectura, lenguaje y matemáticas. También hay instrucción en ciencias, estudios sociales, música vocal, tecnología, y habilidades de biblioteca. Las aulas son auto-suficientes y dirigidas por la maestra/o.

Énfasis es dado a los ciudadanos buenos, asistencia diaria, buenos trabajadores, y respeto por sí mismos y de los demás. Un código de conducta por escrito, que incluye las morales del vestuario, reglas de comportamiento y este código asido adoptado por la escuela.

El énfasis de Smith sobre la literatura con la ayuda de los padres que son comprometidos en tomar acción en la educación de su hijo/a.

Yo entiendo que en Smith:

- Mi hijo/a respetara el código de vestuario.
- Mi hijo/a pasara la mayoría del tiempo desarrollándose en literatura, matemáticas, investigación, y habilidades de estudios.
- Mi hijo/a pasa su tiempo siguiendo el código de conducta del alumno que incluye buen desarrollo ciudadano, autodisciplina, y respeto por sí mismo y de los demás.
- Se espera que mi hijo/a termine la tarea diaria y que yo apoye su aprendizaje. Tarea adicional será disponible por petición.
- Sera esperado que todos los estudiantes terminen su trabajo académico, incluyendo pero no limitado a:

    A completar el diario de lectura por la semana;

    Participar en por lo menos en un programa de escuela (la noche de regreso a la escuela, Programa musical de Invierno o Primavera, noche de familia, cuentos para dormir, noche de literatura con la familia)

En cada aula de la escuela la maestra/o identificara las normas para cada nivel.

- El progreso del estudiante será medio de acuerdo al estado, distrito, y aprobación de evaluación de evaluación dada por la escuela.
- Los padres serán informadores en una base regular sobre el progreso de su hijo/a e incluye el logro. Esto incluye reportes de progreso, reporte de calificaciones y conferencia de padres.
- Los alumnos con aprendizaje especial o de comportamiento difícil en la escuela Smith trabajara con el maestro/a y los padres en la formulación de un programa planificado para el logro.

Acuerdo de Padres

Cooperación de la casa y de la escuela es la llave para que los niños puedan tener éxito en Smith. Es por eso, que yo estoy de acuerdo y apoyo al programa y el personal. Yo estoy de acuerdo y prometo ser lo siguiente:

- EL 95% del tiempo, mi estudiante estará en la escuela diariamente de 8:10-3:00 para garantizar el tiempo en instrucción se maximiza y la interrupción en la aula se reduce al mínimo; excepto en casos de emergencia o de enfermedad documentado.
- Yo estoy de acuerdo en apoyar el código de vestuario; azul claro o azul oscuro y pantalones, faldas, o chores color caqui.
- Atender a la noche de regreso a la escuela.
- Observando a mi hijo/a en la aula (durante la instrucción) por lo menos media hora cada semestre. Atender a los talleres de padres que puede ser substituido con las visitas a la aula;
- Enseñando mi hijo/a respeto y autodisciplina;
- Repasar y revisar la tarea diaria.
- Si mi hijo/a es incapaz de responder al comportamiento de apoyo positivo (PBS) e intervenciones de comportamiento, yo estoy de acuerdo de ir a la escuela con mi hijo/a para maximizar el tiempo de aprendizaje.
- Participar en por lo menos dos conferencias al año;
- Apoyar a los maestros/as y la escuela con sus decisiones sobre la tarea, reglas de seguridad, y código de disciplina.
- Como título de una escuela se requiere maximizar la instrucción en el aula. Como resultado partido en el aula deben ocurrir durante el almuerzo.

Administración
El director apoyara esta manera de cooperación; entonces yo trabajare para hacer lo siguiente:
- Proporcionar un ambiente de aprendizaje seguro que deja que los maestros puedan enseñar y los estudiantes puedan aprender.
- Informar a los padres de todas las juntas y apoyar e invitarles a asistir, para apoyar comunicación positiva entre la escuela y la casa.
- Responder a los padres, la comunidad y los estudiantes en una manera rápida.

Por favor firme y regrese esta porción del acuerdo.
Yo entiendo las expectaciones que son presentadas en este documento y estoy cometido a apoyar y obtener mi responsabilidad del apoyo como padre indicado arriba. Si yo no estoy disponible en el apoyo para obtener mi responsabilidad como está indicado, yo cambiare o sacare a mi hijo/a de la escuela Smith después de una conferencia personal con la escuela.

Nombre de niño/a_____   Grado_____   Salón_____
Nombre de Padre/Guardián_____   Fecha_____
Firma de Padre/Guardián_____

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Section V: Supporting Addenda Forms

For Schools or Districts with a Turnaround Plan under State Accountability

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

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

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