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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8138 School Name: SOUTHMOOR 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%	-	-	86.38%	-	-	Overall Rating for Academic Achievement: **Meets** * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	84.65%	-	-	
		W	53.52%	-	-	71.63%	-	-	
		S	47.53%	-	-	77.03%	-	-	
Academic Growth	Median Student Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency **Expectation:** If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: **Meets** * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	18	-	-	64	-	-	
		M	31	-	-	49	-	-	
		W	33	-	-	55	-	-	
		ELP	37	-	-	60	-	-	

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

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

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

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Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/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.	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?	
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)	
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	Email	
	Phone	
	Mailing Address	

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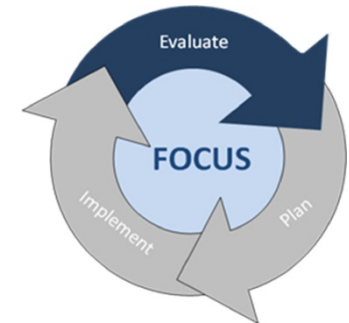
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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.*

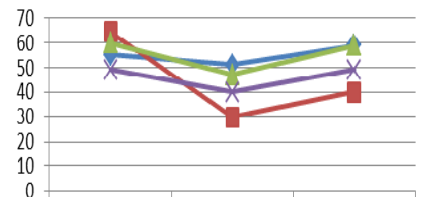| Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Student achievement in writing will increase from 68% P/A to 70% P/A	Met. Writing increased from 68% to 72%	Reflection: this was a major focus for Southmoor for the last year. We implemented new rubrics and added structures for better data collection and analysis.
Academic Growth			
Academic Growth Gaps	MGP for HGT/GT students in math will increase from 32 to 50	Met. MGP for HGT/GT students was 52	Reflection: we did make progress with our GT and HGT students, as well as the Minority Combined subgroup, but missed our goal by 1 MGP.
	MGP for minority combined will increase in writing from 44 to 50	Not Met. MGP for minority was 49, not 50	
Post Secondary Readiness			

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Southmoor's CDE rating for Status in 2011 and 2012 was: Meets. TCAP Writing performance decreased from 76% in 2008 to 68% in 2011, followed by an increase to 72% meeting state and district expectations in 2012. The percentage of students scoring Proficient and Advanced on Writing (72% in 2012) continues to be lower than the percentage of students scoring Proficient and Advanced in Reading (86%) and Math (84%).		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Math performance decreased from 85% in 2008 to 80% in 2011, but increased to 84% in 2012 meeting state and district expectations. TCAP Reading performance decreased from 87% in 2008 to 82% in 2011, but increased to 86% in 2012 meeting state and district expectations. TCAP Science performance decreased from 67% in 2010 to 62% in 2011, followed by an increase to 77% in 2012 meeting state and district expectations.		
Academic Growth	Southmoor's CDE rating for Academic Growth in 2012: Meets. The DPS SPF rating for Growth in 2012: Approaching. 	Our MGP for math TCAP/CSAP scores show a gain from 38 in 2011 to 49 in 2012, but is still below the state median and district expectation of 50.	Differentiation and intervention based on data in math is not meeting the needs of all students.

Chart data:

	2008	2009	2010	2011	2012
Math	55	60	51	38	49
Reading	57.5	57	45	49	64
Writing	58.5	47	58	45	55

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The MGP for Math TCAP decreased from 60 in 2009 to 38 in 2011. It increased to 49 in 2012, but is still below the district expectation of 50. The MGP for Reading TCAP decreased from 57.5 in 2008 to 49 in 2011, but increased to 64 in 2012 meeting the district expectation of 50. The MGP for Writing decreased from 58 in 2010 to 45 in 2011, followed by an increase to 55 in 2012 meeting the district expectation of 50.		
Academic Growth Gaps	The CDE rating for Academic Growth Gaps for 2012 is: Meets, an improvement from the 2011 rating of: Approaching.	The MGP for both the FRL focus group (MGP 40) and the Minority focus group (MGP 49) in Writing increased in 2012, but remained below the district expectation of 50.	Differentiation and intervention based on data in writing is not meeting the needs of all students.

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

	2010	2011	2012
Non-FRL Reference Group	55	51	59
FRL Focus Group	64.5	30	40
Non-Minority Reference Group	60	47	59
Minority Focus Group	49	40	49

The MGP for the FRL Focus Group in TCAP Writing decreased from 64.5 in 2010 to 30 in 2011 and then increased to 40 in 2012, but is still below the district expectation of 50.

The MGP for the Minority Focus Group in TCAP Writing decreased from 49 in 2010 to 40 in 2011 and then increased to 49 in 2012, but is still below the district expectation 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

Reading MGP by Subgroups

	2010	2011	2012
Non-FRL Reference Group	47	55	67
FRL Focus Group	36.5	37	53
Non-Minority Reference Group	49.5	55	65
Minority Focus Group	36	35.5	59

The MGP for the FRL Focus Group in TCAP Reading remained flat (36.5 in 2010, 37 in 2011) and then increased to 53in 2012 meeting the district expectation of 50.

The MGP for the Minority Focus Group in TCAP Reading remained flat (36 in 2010, 35.5 in 2011) and then increased to 59 in 2012 meeting the district expectation 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
	Math MGP by Subgroups |	Group	2010	2011	2012
Non-FRL Reference Group	49	32	48
FRL Focus Group	53	43.5	52
Non-Minority Reference Group	51.5	32	53
Minority Focus Group	50	50.5	38 | The MGP for the FRL Focus Group in TCAP Math decreased from 53 in 2010 to 43.5 in 2011, followed by an increase to 52 in 2012 meeting the district expectation of 50. The MGP for the Minority Focus Group in TCAP Math remained flat (50 in 2010, 50.5 in 2011) and then decreased to 38 inm 2012 falling below the district expectation of 50.		
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

| 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. |

Southmoor Elementary is an ECE through grade 5 grade school with 475 students. Southmoor is a magnet program for Highly Gifted and Talented children. This UIP was developed, beginning in 2012, with several groups of people. The teachers were involved in reviewing data for the UIP on August 21, 2012 and again at Sept and October staff meetings. The School Leadership Team (SLT) began their UIP review work on September 26, 2012 with a Data Team Member from the School District. They met again on October 31, 2012 to identify and discuss root causes. The Collaborative School Committee began discussion of the UIP on September 4, 2012 at their regular CSC meeting and reviewed and revised the Parent Involvement Section on November 6, 2012. The school principal met with the District Data Team Member on October 15, 2012 to review SLT work and discuss inclusion of data charts into the revised UIP.

Current Performance:

On August 21, our staff convened to review last year's targets. Charts in Section 1 show:

- For academic achievement, Southmoor met the writing performance goal increasing from 68% to 72%.

- For growth gaps for GT students, Southmoor met the goal with math increasing to an MGP of 52.

- For growth gaps for minority students, Southmoor did not meet the writing goal, but came very close with an MGP of 49.

- Overall, Southmoor student achievement rates rose by 4% in 3rd-5th grade in Reading, Writing and Math. In Science, they rose by 15%.

- The MGP in writing for minority students rose to 49 - this was close but did not meet the 50 MGP target. Teachers felt that this increase was good for one year, but we need to keep interventions active in 2012-13 for minority students.

- The UIP goal of scoring Monthly Writing Prompts assisted the teachers in identifying growth and lack of growth among students.

- The UIP goal for raising scores in Math for all students, including GT and HGT students was somewhat successful due to more core instruction consistency, specifically with teachers fully implementing End of the Chapter Reviews from Everyday Math.

Trend Analysis:

On August 21 and on September 10, 2012, the whole staff convened to examine TCAP status and growth reports across content areas. In addition, the SLT met on September 26 to further discuss student data. The following trends were noted:

Status:
- Southmoor's CDE rating for Status in 2011 and 2012 was "Meets".
- Our student's TCAP Writing performance decreased from 76% in 2008 to 68% in 2011, followed by an increase to 72% meeting state and district expectations. The percentage of students scoring Proficient and Advanced in Writing (72% in 2012) continues to be lower than the percentage of students scoring Proficient and Advanced in Reading (86%), Math (84%), and Science (77%).
- Our students' TCAP Math performance decreased from 85% in 2008 to 80% in 2011, but increased to 84% in 2012 meeting state and district expectations.
- Our students' TCAP Reading performance decreased from 87% in 2008 to 82% in 2011, but increased to 86% in 2012 meeting state and district expectations.
- Our students' TCAP Science performance decreased from 67% in 2010 to 62% in 2011, followed by an increase to 77% in 2012 meeting state and district expectations.

Growth:
- Southmoor's CDE rating for Academic Growth in 2012: Meets. The DPS SPF rating for Growth in 2012: Approaching.
- The MGP for Math TCAP decreased from 60 in 2009 to 38 in 2011. It increased to 49 in 2012, but is still below the district expectation of 50.
- The MGP for Reading TCAP decreased from 57.5 in 2008 to 49 in 2011, but increased to 64 in 2012 meeting the district expectation of 50.
- The MGP for Writing decreased from 58 in 2010 to 45 in 2011, followed by increase to 55 in 2012 meeting the district expectation of 50.

Growth Gaps:
- The CDE rating for Academic Growth Gaps for 2012 is: Meets, an improvement from the 2011 rating of: Approaching.
- The MGP for the FRL Focus Group in TCAP Writing decreased from 64.5 in 2010 to 30 in 2011 and then increased to 40 in 2012, but is still below the district expectation of 50.
- The MGP for the Minority Focus Group in TCAP Writing decreased from 49 in 2010 to 40 in 2011 and then increased to 49 in 2012, but is still below the district expectation of 50.
- The MGP for the FRL Focus Group in TCAP Reading remained flat (36.5 in 2010, 37 in 2011) and then increased to 53 meeting the district expectation of 50.

- The MGP for the Minority Focus Group in TCAP Reading remained flat (36 in 2010, 35.5 in 2011) and then increased to 59 meeting the district expectation of 50.
- The MGP for the FRL Focus Group in TCAP Math decreased from 53 in 2010 to 43.5 in 2011, followed by an increase to 52 in 2012 meeting the district expectation of 50.
- The MGP for the Minority Focus Group in TCAP Math remained flat (50 in 2010, 50.5 in 2011) and then decreased to 38 falling below the district expectation of 50.

Priority Performance Challenges:

On September 26 and October 31, 2012 the School Leadership Team (SLT) examined a visual representation of our trends data across content areas and subgroups. We reviewed our data/trends and agreed upon the following priority performance challenges:

- **Academic Growth:** Our MGP for math TCAP/CSAP scores show a gain from 38 in 2011 to 49 in 2012, but is below the state median and district expectation of 50.

- **Academic Growth Gaps:** The MGP for both the FRL focus group (MGP 40) and the Minority focus group (MGP 49) in Writing increased in 2012, but remained below the district expectation of 50.

Root Cause Analysis

Explanations: Southmoor staff considered additional data as we engaged in root cause analysis, such as Interim data, STAR data, Monthly Writing Prompts and DRA2 data. In particular, we collected data from teachers about: the amount of time spent in literacy instruction on a daily basis, specific interventions or additional support (My Sidewalks Program, LLI, and Origo Math) provided to low performing students, ELL strategies used in reading and writing, and the degree to which they provided learning experiences related to TCAP testing.

Our analysis led us to identify the following explanations.

1. Teachers have not had opportunity to fully implement the Common Core State Standards.
2. PD is still in initial stages for providing teachers information on the implementation of Common Core State Standards and the required iTasks in Math.
3. A unified writing structure and use of rubrics to assess writing progress is still in its initial stages this year for some grades.
4. Data collection and data discussions through Data Teams have just begun with a newly revised Data Team Process.

5. Smart Goals that target at-risk students have just begun this year and need to be implemented with fidelity.

6. Students with low performance and low growth in mathematics have received limited support in specific Intervention Programs.

7. English language learners performing at the partially proficient or unsatisfactory level in grades 3-5 have received limited support and/or regular monitoring of the progress of their learning.

2012-13 – Root Causes for Academic Growth and Academic Growth Gaps

- Differentiation and intervention based on data in math is not meeting the needs of all students.

- Differentiation and intervention based on data in writing is not meeting the needs of all students.

Verification of Root Cause:
Our initial discussions with the School Leadership Team and Data Team Leaders led us to examine more closely what was happening in classrooms with regard to literacy and math instruction. Components of the UIP and SPF were shared with the staff as a whole, as well as with the Southmoor CSC team. We concluded that teachers needed more training in the Common Core State Standards and need to continue to differentiate instruction for at-risk students by providing intervention opportunities in writing and math. We will continue to group our English Language Learners for their English as a Second Language (ESL) classes based on their CELA proficiency scores and the English Language Development Profile form. This is to ensure our students are receiving differentiated instruction based on their individual needs. The root cause statements were shared with staff at a general staff meeting and it was the consensus of the staff that these statements were accurate.

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.
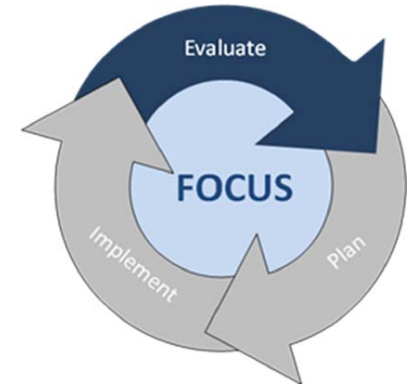
School Target Setting Form

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					
		M					
		W					
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M	Our MGP for math TCAP/CSAP scores show a gain from 38 in 2011 to 49 in 2012, but is below the state median and district expectation of 50.	The MGP in Math will increase from 49 to 53.	The MGP in Math will increase from 53 to 58.	Math Interims will be used to increase from beginning to end of year: K – from 86% P/A to 90% 1st – from 92% P/A to 95% 2nd from 82% P/A to 90% 3rd from 58% P/A to 85% 4th from 64% P/A to 85% 5th gron 74% P/A to 85% K- 70% A – 75% 1st - 50% A – 65% 2nd - 40% A – 50% 3rd – 8% A – 40% 4th – 14% A – 40% 5th – 11% A – 40% .	Increase the academic growth of all students in math by building common understanding and knowledge of the learning needs of students and providing differentiated consistent core instruction and appropriate interventions to support their learning needs.

		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W	The MGP for both the FRL focus group (MGP 40) and the Minority focus group (MGP 49) in Writing increased in 2012, but remained below the district expectation of 50.	FRL Focus Group: The MGP will increase from 40 to 50. Minority Focus Group: The MGP will increase from 49 to 55.	FRL Focus Group: The MGP will remain at or above 50. Minority Focus Group: The MGP will remain at or above 55.	The percentage of students scoring proficient and advanced as measured by the Writing Interim Assessments will move: 2nd from 35% to 50% at mid-year to 75% at end of year 3rd-35.2%; increase to 50% at mid-year to 75% at end of year 4th-36.6%; increase to 50% 50% at mid-year to 75% at end of year 5th – 60% increase to 65% at mid-year and 75% at end of year.	Teachers will provide daily differentiated instruction and interventions in writing by utilizing frequent opportunities to assess all student writing based on CDE and teacher created rubrics.
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

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Action Planning Form for 2012-13 and 2013-14

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

Priority Performance Challenge: The MGP for both the FRL focus group (MGP 40) and the Minority focus group (MGP 49) in Writing increased in 2012, but remained below the district expectation of 50.

Root Cause(s) Addressed: Differentiation and intervention based on data in writing is not meeting the needs of all students.

Major Improvement Strategy #1: Teachers will provide daily differentiated instruction and interventions in writing by utilizing frequent opportunities to assess all student writing based on CDE and teacher created rubrics.

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 Include specific meeting dates, deadlines and PD schedule in this column	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Teachers will use the Common Core State Standards to plan writing instruction. This methodology will also be used with the new Interdisciplinary Units.	9/12/12 – 5/14/13 KND-January 1st-March 2nd-January 3rd-may	Classroom Teachers Data Teams Principal	In house support	Principal Observation to check fidelity of program implementation	In progress.

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	4th-May 5th-January				
Teachers participate in PDU (Masterful Content Delivery—Southmoor LEAP focus) Schoolnet training-focus on Content Language Objectives	9/12/12 through 5/13/14 (Second and Fourth Thursday from 8:00-8:45.) PDU topics for 2013-2014 will be determined in the Fall of 2013.	Classroom teachers Interventionists, TEC	In house support	Teachers are observed utilizing the Content Learning Objectives in classrooms and participating in training as needed.	In-progress
Teachers meet in grade level teams (facilitated by the school's data team leaders) to progress monitor growth and identify students needing differentiated instruction and interventions - Intervention Program, TCAP Tutoring Program. • Children not showing growth on monthly Writing Prompts will be identified for additional support in classroom instruction. • Teachers will progress monitor student growth with monthly writing to a prompt assessed on the CDE rubric or a rubric based on the Common Core State Standards	10/9, 11/6, 12/4, 1/7, 2/4, 3/4, 4/2, 5/6: 2012-13 9/12 – 5/13 9/12 – 5/13	Classroom teachers Interventionists Principal	In house support CDE Rubrics Rubric based on Common Core State Standards	Monthly Writing prompt data collected by classroom teacher and submitted to principal. Charts of Monthly Progress posted in the building. Rubrics for each grade level are agreed upon by grade levels. Principal will review data and charts monthly. Data Team meeting notes identifying	On going

• Students and teachers collaborate on developing student writing goals and use those goals to individualize instruction. Students will keep data notebooks or record sheets on their progress.	9/12 – 5/13			struggling students and planned interventions Students are observed using their goals by teachers and principal	
Attendance of Teacher Leaders and Principals at Teacher Leader Academies – Reading Focus; sharing of this information with staff during Relief Team Days.	11/9, 1/25, 2/15, 4/12-Relief Team Days TLA Dates- Second Tuesday every month	Teacher Leaders Principal, TEC Teaching Staff	In House support	Registration information from TLA Dept. Relief Team Schedules.	In progress
Use flooding model (including paraprofessionals) to focus on reading and writing instruction. The classroom teacher and paraprofessionals will work collaboratively with student groups. The classroom teacher will work primarily with the at-risk student groups.	9/12-5/14/13	Paraprofessionals Principal Teaching Staff	In House support	Schedule of para usage	In Progress

Major Improvement Strategy 2:

Priority Performance Challenge: Our MGP for math TCAP/CSAP scores show a gain from 38 in 2011 to 49 in 2012, but is still below the state median and district expectation of 50.

Root Cause(s) Addressed: Differentiation and intervention based on data in math is not meeting the needs of all students.

Major Improvement Strategy #2: Increase the academic growth of all students in math by building common understanding and knowledge of the learning needs of students and providing differentiated consistent core instruction and appropriate interventions to support their learning needs.

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)
Teachers will teach the Everyday Math curriculum with fidelity at grade level and use the end of the unit tests for identifying at-risk students. Essential learning Goals will be discussed with teachers at the January PD and teachers will begin to progress monitor using ELG's—another measure for identifying at-risk students.	8/12 to 5/13 1/7-PD 1/22/13	Teaching Staff Principal Bob Good-IRR presentation	In house support	During principal observations, use of specific math strategies for skill remediation will be demonstrated and observed.	On-going

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All teachers will progress monitor students using RSA / MATH BOXES assessments. Principal will work with grade level teams to compare progress.	8/12 to 5/13	Teaching Staff	Staff time	RSA assessments shown to principal and discussed	On going
Interim assessments will be examined using item analysis to identify specific instructional needs of students. Interventions provided as indicated by data.	Aug-May 2012-2014	Teacher Leaders Teaching Staff	Staff time	Evidence of specific attention to meeting the needs of students from grade level team meetings, lesson plans and observations.	On-going
All teachers will review and analyze math in Grade Level Data Teams on a monthly basis.	9/24, 10/22, 11/19, 1/7, 2/4, 3/4, 4/2, 5/6: 2012-13	Teacher Leaders Principal Teaching Staff	Staff time	Minutes of Data Team meetings sent to and reviewed by principal.	On-going
All teachers will fully implement I-Tasks PCK's and activities required during the school year with a school wide focus on academic rigor.	10/15, 10/22, 10/29, 11/8, 11/9-PD iTasks throughout year.	Teacher Leaders Principal, TEC Teaching Staff	Staff time	Minutes from grade level PCK and Redirect/Reflection Sheets—Google Doc Spreadsheet	On-going
Attendance of Teacher Leaders and Principal at Teacher Leader Academies – Math Focus	TLA Dates- 2nd Tuesday every month during the 2012-2013 and 2013-2014 school years	Teacher Leaders Principal, TEC Teaching Staff	Staff time	Registration information from TLA Dept.	On-going

Major Improvement Strategy #3: Parent Involvement/Communication_____

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 Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (Amount and Source)	Implementation Benchmarks	Status of Action Steps
Hold Back to School Night to introduce parents to teachers and communication plan for the year	August, 2012 and August 2013	Teachers/Administrators	$75 refreshments	Meeting held with agendas from each teacher	In progress
Informational Night and Parent Input Night at CSC Fall and Spring Forum meeting—open to the public.	November 15, 2012 April, 2013 October, 2013 April, 2014	Principal, CSC Committee	None	Meeting agenda and sign-in	In progress
Hold Family Nights where children share their writing and other school work with parents	October, 2012, May, 2013	Various Teachers	$100 refreshments	Parent sign-in sheets	In progress
Hold Parent Teacher Conferences that may include some student led conference throughout the school	October, 2012 and February, 2013	Teachers and students	None	Parent sign-in sheets	In progress
Host Multi-Cultural Night—a joint effort between teachers,	April 2013	Teri Appell, PTO, CSC	$300	Parent Sign In sheets	In Progress

PTO and CSC in the Spring. Will be a celebration of the diversity within the school.					
Development and distribution of Curriculum Flyers to parents	April 2013	Principal, CSC and PTO chairs	$300	Creation of flyers	In Progress
Host Cultural Responsive event with CSC and PTO- Winter Treat focus	December, 2012	CSC and PTO and Principal	$200	Sign In sheets	In Progress
Regular parent communication through monthly newsletter and/or weekly email communication	August, 2012-May, 2014	Principal, Office Staff, Teachers	$400 copying costs	Copies of communications	In progress