

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8222 School Name: STECK 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?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	71.65%	-	-	97.01%	-	-	Overall Rating for Academic Achievement: <b>Exceeds</b> * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	97.6%	-	-	
		W	53.52%	-	-	89.22%	-	-	
		S	47.53%	-	-	87.5%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: <b>Exceeds</b> * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	13	-	-	68	-	-	
		M	23	-	-	73	-	-	
		W	22	-	-	71	-	-	
ELP	-	-	-	-	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
<b>ESEA and Grant Accountability</b>			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

**Section II: Improvement Plan Information**

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

**Additional Information about the School**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
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**

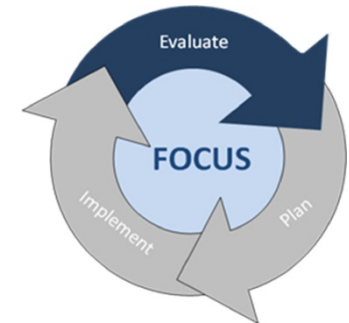
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability   
  Title IA (Targeted Assistance or School wide)   
  Title I Focus School   
  Tiered Intervention Grant (TIG)  
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant   
  Other: \_\_\_\_\_

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Robin Stranahan, Interim Principal
	Email	<a href="mailto:Robin_stranahan@dpsk12.org">Robin_stranahan@dpsk12.org</a>
	Phone	720-424-3870
	Mailing Address	450 Albion St, Denver, CO 80220
2	Name and Title	Pamela Kirk, Principal Resident
	Email	<a href="mailto:Pamela_kirk@dpsk12.org">Pamela_kirk@dpsk12.org</a>
	Phone	720-424-3888
	Mailing Address	450 Albion St, Denver, CO 80220

**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.*

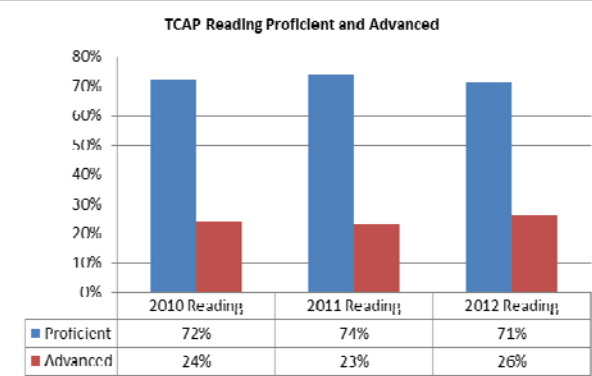
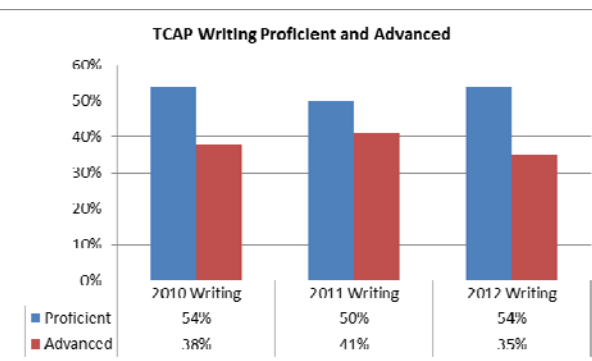
Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of 2011-2012 school year, 28% of Steck’s combined 3 <sup>rd</sup> – 5 <sup>th</sup> graders will score in the Advanced category on the reading TCAP and 97% of all students will be P/A.	In 2011 -2012, 26% of Steck’s combined 3 <sup>rd</sup> – 5 <sup>th</sup> graders scored in the Advanced category on the reading TCAP and 96% of all students were P/A. Steck did not meet either target.	The teachers at Steck implemented Junior Great books, worked on Accountable Talk and using inferences to help their students grow in reading. This was the first year of this program and they believe that with more work on this the students will make the necessary growth.
Academic Growth			
Academic Growth Gaps	By the end of 2011-2012 school year, the percentage of Hispanic students scoring Proficient or Advanced in reading will increase from 82% to 86%.	In 2011 – 2012, 83% of Hispanic students scored Proficient or Advanced in reading. The Hispanic students at Steck made progress, but did not meet the goal of 86%.	

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.
	By the end of 2011-2012 school year, the percentage of Hispanic students scoring Proficient or Advanced in math will increase from 76% to 80%.	In 2011 – 2012, 83% of Hispanic students scored Proficient or Advanced in reading. The Hispanic students at Steck met the target goal by a +3%.	Identified students needing additional support through data team process. Then provided differentiated classroom support and additional tutoring.
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)	<div style="text-align: center;"> <p><b>Steck Status by Content Area</b></p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>92%</td> <td>95%</td> <td>96%</td> <td>97%</td> <td>96%</td> </tr> <tr> <td>Writing</td> <td>79%</td> <td>89%</td> <td>91%</td> <td>91%</td> <td>89%</td> </tr> <tr> <td>Math</td> <td>94%</td> <td>93%</td> <td>95%</td> <td>95%</td> <td>97%</td> </tr> <tr> <td>Science</td> <td>69%</td> <td>71%</td> <td>78%</td> <td>77%</td> <td>86%</td> </tr> </tbody> </table> </div> <p>The percentage of students scoring Proficient and Advanced on TCAP Reading increased from 92% in 2008 to 97% in 2011, followed by a slight decrease to 96% in 2012, but remained significantly above district and state expectations.</p> <p>The percentage of students scoring Proficient and Advanced on TCAP Writing increased from 79% in 2008 to 91% in 2011, followed by a slight decrease to 89% in 2012, but remained above district and state expectations.</p> <p>The percentage of students scoring Proficient and Advanced on TCAP Math increased from 93% in 2009 to 97% in 2012, significantly above district and state expectations.</p> <p>The percentage of students scoring Proficient and Advanced on TCAP Science increased from 69% in 2008 to 86% in 2012, significantly above district and state expectations.</p>		2008	2009	2010	2011	2012	Reading	92%	95%	96%	97%	96%	Writing	79%	89%	91%	91%	89%	Math	94%	93%	95%	95%	97%	Science	69%	71%	78%	77%	86%		
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	2010 Reading	2011 Reading	2012 Reading												
Proficient	72%	71%	71%												
Advanced	24%	23%	26%												
	<p style="text-align: center;"><b>TCAP Writing Proficient and Advanced</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2010 Writing</th> <th>2011 Writing</th> <th>2012 Writing</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>54%</td> <td>50%</td> <td>54%</td> </tr> <tr> <td>Advanced</td> <td>38%</td> <td>41%</td> <td>35%</td> </tr> </tbody> </table> <p>The percentage of students scoring Advanced on TCAP Writing increased from 38% in 2010 to 41% in 2011, but decreased to 35% in 2012.</p>		2010 Writing	2011 Writing	2012 Writing	Proficient	54%	50%	54%	Advanced	38%	41%	35%	<p>The percentage of students scoring Advanced on Writing TCAP decreased to 35% in 2012 which is lower than it was in 2010.</p>	
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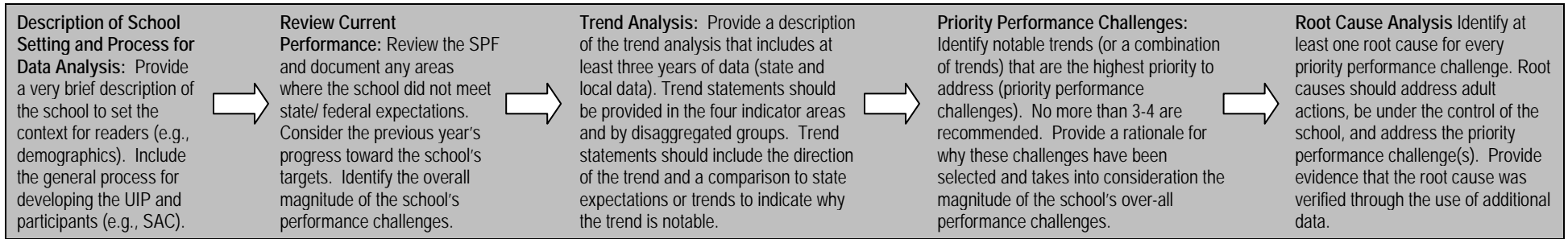
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Continuously Enrolled Advanced</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">43%</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">61%</td> <td style="text-align: center;">45%</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">86%</td> </tr> </tbody> </table> <p>The percentage of Continuously Enrolled students scoring Advanced on TCAP Reading increased from 29% in 2010 to 43% in 2012.</p> <p>The percentage of Continuously Enrolled students scoring Advanced on TCAP Writing increased from 42% in 2010 to 61% in 2011, but decreased to 45% in 2012.</p> <p>The percentage of Continuously Enrolled students scoring Advanced on TCAP Math increased from 73% in 2010 to 86% in 2012.</p>	Continuously Enrolled Advanced	2010	2011	2012	Reading	29%	32%	43%	Writing	42%	61%	45%	Math	73%	83%	86%		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																
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Academic Growth Gaps	<p style="text-align: center;"><b>MGP for Minority Subgroup</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Content Area</th> <th>Subgroup</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Math</td> <td>Non-Minority</td> <td>79</td> <td>82</td> <td></td> </tr> <tr> <td>Minority</td> <td>63.5</td> <td>75</td> <td></td> </tr> <tr> <td rowspan="2">Reading</td> <td>Non-Minority</td> <td>70.5</td> <td>73</td> <td></td> </tr> <tr> <td>Minority</td> <td>69</td> <td>65</td> <td></td> </tr> <tr> <td rowspan="2">Writing</td> <td>Non-Minority</td> <td>79</td> <td>79</td> <td></td> </tr> <tr> <td>Minority</td> <td>90.5</td> <td>60</td> <td></td> </tr> </tbody> </table> <p>Steck did not have enough students to track growth for the Minority Subgroup on TCAP for 2012.</p>	Content Area	Subgroup	2010	2011	2012	Math	Non-Minority	79	82		Minority	63.5	75		Reading	Non-Minority	70.5	73		Minority	69	65		Writing	Non-Minority	79	79		Minority	90.5	60			
Content Area	Subgroup	2010	2011	2012																															
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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:**

- Status Stoplight Score on DPS and CDE School Performance Frameworks: **Exceeds Expectations**
- Steck has been a **Distinguished School** for the past four years

Steck Elementary is a small Denver Public School with 361 students located in southeast Denver. The school has one full-day ECE classroom and kindergarten through 5<sup>th</sup> grade. In 1<sup>st</sup> through 5<sup>th</sup> grade, the teachers and students platoon for literacy and/or math, science, and social studies. The parent population plays a large part in the community and has a variety of different community events as well as fundraising activities. The school has Kaleidoscope Corner that provides before and after school daycare. In addition, there are a wide variety of enrichment activities after school that students are able to partake in if they like. Some of these activities are band, choir, Destination Imagination, and Tae Kwon Do.

The staff met on a number of occasions to review the UIP. The staff met as a whole group on October 4, 2012. The SLT met the next day on October 5, the staff met in discipline teams on October 18, and the CSC met on October 16, 2012. Each group reviewed the data to look at the trends and to decide the next steps for Steck.

**Review of Current Performance:**

Steck's achievement data trends show that students are exceeding district and state expectations in Reading, Writing, Mathematics, and Science. In 2008, our writing scores trended behind reading and math by almost 15 percentage points. After a detailed examination of the data, and a two year action plan, writing scores rose more than 10 percentage points with 2012 performance in Writing at 89%. In addition, last year 45% of continuously enrolled Steck students scored in the Advanced category in Writing. Overall proficiency gains in Writing have been maintained for four years.

On October 4, 2012 our whole staff gathered to review last year’s targets. We met some of the targets from 2012, but not all of them. In reading, the target was that students would be 97% proficient or above and that 28% of the students would be advanced. The school was 96% proficient and above and 26% advanced. The teachers believe that they have done a lot to improve the growth of the advanced students and know that this is an ongoing task. The teachers believe that the Major Improvement Strategies they worked on over the last year with the students helped and they expect to see continued growth in advanced students as they maintain this instruction. At this point, the staff at Steck has completed the following strategies:

- Training on Junior Great Books.
- Book study on Talking About Text: Guiding Students to Increase Comprehension Through Purposeful Talk and Conversation

The teachers also focused on including the use of inferences in their reading instruction. All teachers have been working on teaching students to infer and tracking the data to see how their students are growing. The staff is documenting that these strategies have a positive impact on the students at Steck.

The building’s target for growth gaps was based on the Hispanic Students at Steck. The goal was that 86% of the students would be proficient or advanced in reading and that 80% will be proficient or advanced in math. The Hispanic students proficiency grew to 83% in reading, but did not make the goal of 86%. In math, 83% of the Hispanic students scored proficient or advanced on TCAP which achieved the goal of 80% by more than 3%.

Reading 2012: Hispanic 83% P/A; White 98% P/A	Math 2012: Hispanic 83% P/A; White 98% P/A	Writing 2012: Hispanic 61% P/A; White 92% P/A
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**Trend Analysis:**

On October 4, 2012 the staff met to review the trends they saw in the TCAP data from last year, their DRA2 data, and Interim data.

- Writing scores for Steck have dropped. This year the overall writing score was 89%, a drop of 2%. Also this year only 35% of the students were Advanced when in the prior year 41% of the students were advanced.

Writing	At or Above	Proficient	Advanced
2010	91%	54%	38%
2011	91%	50%	41%
2012	89%	54%	35%

- On both writing Interims and TCAP, Standard 3 was not as strong as prior years.
- Reading scores for Steck have stayed steady. This year the students continued to make small growth in the number of students who were Advanced. The teachers are still working on this and believe that this should be a continuing focus.

Reading	At or Above	Proficient	Advanced
2010	96%	72%	24%
2011	97%	74%	23%
2012	96%	71%	26%

- The growth scores for Reading, Writing and Math TCAP were not as strong as in year's prior.

Median Growth Percentile	2010	2011	2012
Reading	70	70.5	68
Writing	81	78	71
Math	72	82.5	73

**Priority Performance Challenges:**

On October 5, 2012 the SLT met and identified the following two Priority Performance Challenges:

- The percentage of students scoring Advanced on Reading TCAP has remained relatively flat (24%, 23%, 26%) for the past three years.
- The percentage of students scoring Advanced on Writing TCAP decreased to 35% in 2012 which is lower than it was in 2010.

The SLT also discussed that the Priority Performance Challenge for Steck based on the trends for writing should include a focus on Standard 3. The SLT believes that Steck needs to continue focusing on the Advanced Students in the different subject areas while also focusing on the students who are partially proficient

**Root Cause Analysis:**

In order to identify a root cause, the teachers generated a list of possible explanations for the Priority Performance Challenges.

**Why aren't more of our students scoring in the Advanced achievement levels on the Reading CSAP test?**

- We're not putting enough emphasis on higher level questioning during whole and small group instruction.
  - We didn't examine the Reading Standard Frameworks closely enough – especially in relationship to Advanced scores
  - We were not progress monitoring students to determine who is able, or not able, to answer inferential questions consistently

- We didn't have a system in place for progress monitoring high priority/high impact frameworks
- We put a lot of time, effort and energy into improving our students' ability to identify the main idea and important details in a text – and it has paid off - but other high impact frameworks have received less attention.
  - Our focus on Main Idea did not transfer to our students' ability to summarize text passages

**Why aren't more of our students scoring in the Advanced achievement levels on the Writing CSAP test?**

- We are not consistently teaching mechanics, conventions and spelling throughout the grade levels
  - We do not have a consistent program or curriculum that focuses on the skills necessary for writing
  - We are not consistently progress-monitoring conventions in writing.
- We are not applying the same strategies taught in writing to all curriculum areas.
  - We do not have a consistent rubric to be used for all subject areas.
  -

The following root cause was agreed upon:

**Steck teachers have not kept progress monitoring records documenting student growth or need for additional intervention.**

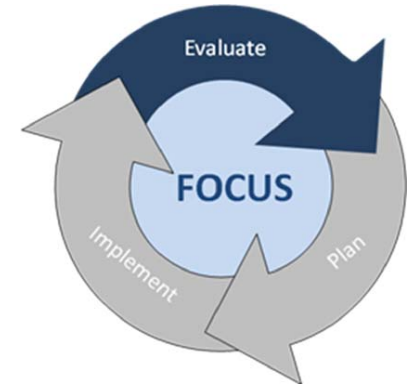
## Section IV: Action Plan(s)

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 students scoring Advanced on Reading TCAP has remained relatively flat (24%, 23%, 26%) for the past three years.	By the end of 2012-2013 school year, 31% of Steck's combined 3 <sup>rd</sup> – 5 <sup>th</sup> graders will score in the Advanced category on the reading TCAP and 98% of all students will be P/A.	By the end of 2013-2014 school year, 36% of Steck's combined 3 <sup>rd</sup> – 5 <sup>th</sup> graders will score in the Advanced category on the reading TCAP and 98% of all students will be P/A.	<ul style="list-style-type: none"> <li>DPS Interim Scores – 3 times per year; Sept., Dec. April</li> <li>2 x monthly Inference comprehension checks in guided reading groups</li> <li>1 x monthly Summarizing checks using Teacher created checklist/rubric</li> <li>5-6 week data map meetings with principal or principal resident progress monitoring check-in</li> </ul>	In order to increase the percentage of students scoring in the Advanced category on the Reading TCAP, literacy teachers at Steck will increase students' opportunities to participate in high-level conversations about books. This will include focused teaching on inference and summary as well as a regular progress-monitoring compact.
		M					
		W	The percentage of students scoring Advanced on Writing TCAP decreased to 35% in 2012 which is lower than it was in 2010.	By the end of 2012-2013 school year, 38% of Steck's combined 3 <sup>rd</sup> – 5 <sup>th</sup> graders will score in the Advanced category on the writing TCAP and 93% of all students will be P/A.	By the end of 2013-2014 school year, 42% of Steck's combined 3 <sup>rd</sup> – 5 <sup>th</sup> graders will score in the Advanced category on the reading TCAP and 94% of all students will be P/A.	<ul style="list-style-type: none"> <li>DPS Interim Scores – 3 times per year; Sept., Dec. April</li> <li>Grade level writing prompts every 5 weeks that are graded with</li> <li>5-6 week data map meetings with principal or principal resident progress monitoring check-in</li> </ul>	In order to increase the percentage of students scoring in the Advanced category on the Writing TCAP, teachers at Steck will increase students' opportunities to focus on spelling, conventions, and mechanics.



		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

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

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

**Priority Performance Challenge:** The percentage of students scoring Advanced on Reading TCAP has remained relatively flat (24%, 23%, 26%) for the past three years.

**Root Cause(s) Addressed:** Steck teachers have not kept progress monitoring records documenting student growth or need for additional intervention.

**Major Improvement Strategy #1:** In order to increase the percentage of students scoring in the Advanced category on the Reading TCAP, literacy teachers at Steck will increase students’ opportunities to participate in high-level conversations about books. This will include focused teaching on inference and summary as well as a regular progress-monitoring compact.

**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)
Literacy teachers teach, assess and progress monitor students’ growth in high level conversations and response to text. (inferring and summarizing)	August, 2011 – May, 2012 2012 – 2013 Restart Cycle	3rd– 5 <sup>th</sup> grade Literacy Teachers	Jr. Great Books Materials  Identified Inferring Questions from Selected Skills Texts (Making Inferences)	Inferential Comprehension checks monthly (MC and SCR) Scored summary - monthly	On-going meetings  Rubrics and Checklists Completed
Data Maps to track progress of students’ ability to respond correctly to inferential questions and/or summarize texts. Set goals and expectations for all proficiency categories, with particular attention to	August, 2011 – May, 2012 2012 – 2013 Restart Cycle	Principal/Supervisor Literacy Teachers	Data Maps	Scoring Sessions 5 – 6 intervals 5-6 week data map meetings with principal	Criteria Completed  Data Map Meetings On-going

the Advanced criteria				September, November, January, February April, May	
Teachers write SGOs (Student Growth Objectives) to align with Action Steps to implement the Major Improvement Strategy on UIP	September-October 2011 2012 – 2013 Restart Cycle	K– 5 <sup>th</sup> grade teachers	Principal and Principal Resident Support	Team Meetings to determine SGO growth expectations	On – going
Administer Fall Interim Assessments and other beginning-of-year classroom assessment data to identify students in need of additional Reading and Math Tier II and Tier III interventions or students exceeding grade level expectations.	2011- 2012 completed 2012-2013 Repeat Cycle	Classroom teachers	DPS Fall Interims  DRA  EDM end of year assessments	Analyze data collected to determine students needing double dose and intensive intervention and extensions in data team and Data Map meetings.	Initial Identification completed in September. Completes 2011 2012 – 2013 Repeat Cycle On-going analysis for flexible grouping
Organize students into instructional groups in order to provide appropriate interventions or extensions <ul style="list-style-type: none"> <li>• Tier II (students scoring partially proficient - according to a body of evidence.)</li> <li>• Tier III (students scoring unsatisfactory – according to a body of evidence.)</li> <li>• Students exceeding grade level expectations</li> </ul>	October, 2011 update groups periodically (at Data Map Meetings) throughout the year. 2011-2012 Completed 2012-2013 Repeat Cycle	Principal, Principal Resident, Classroom, CSR and GT teachers	Paraprofessional support before, during and after school or teacher support during independent work time. G/T teacher assists during school day.	Reading Tier II and Tier III Intervention: Provide double dose guided reading using <i>Leveled Literacy Intervention</i> materials (primary)  <u>Just Words</u> – grade 3  Exceeding expectations: Literacy – grades 3-5 Jr. Great Books DPS math extensions	On-going
Teachers will meet in teams to review CCSS implementation processes to add rigor and fidelity to vertical curriculum.	10/5/12, 11/2, 12/7, 1/11/13, 2/1, 4/5 & 5/3	Principal, Principal Resident and Teachers	Guest Teachers supplied by Instructional Superintendent		On-going

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

**Major Improvement Strategy # 2**

**Priority Performance Challenge:** The percentage of students scoring Advanced on Writing TCAP decreased to 35% in 2012 which is lower than it was in 2010.

**Root Cause(s) Addressed:** Steck teachers have not kept progress monitoring records documenting student growth or need for additional intervention.

**Major Improvement Strategy #2: 2:** In order to increase the percentage of students scoring in the Advanced category on the Writing TCAP, teachers at Steck will increase students’ opportunities to focus on spelling, conventions, and mechanics.

**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 (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)
Teacher Leaders will write a school-wide PDU (Professional Development Unit) to align professional development for CCSS	August 2012 – May 2013	Principal, Principal Resident, Teacher Leader and Teachers	Resource Books for Common Core State Standards – <u>Pathways to the Common Core: Accelerating Achievement</u> and <u>The Common Core Mathematics Standards: Transforming Practice Through Team Leadership</u>	Principal will review and approve PDU	On-going
Teachers will meet in teams to review CCSS implementation processes to add rigor and fidelity to vertical curriculum	October 5, November 2, December 7, January 11, February 1, April 5, May 3	Principal, Principal Resident and Teachers	Guest Teachers supplied by Instructional Superintendent	Principal or AP will participate in these team reviews and observe in classrooms for shifts in instruction responsive to identified areas.	On-going

Teachers will meet in grade level meetings to discuss implementation of the CCSS.	August – May 2012 – 2013	Principal, Principal Resident and Teachers		Instructional Units and Instructional Tasks will reflect understanding of instructional shifts in classrooms.	On-going
Teachers will implement a no-excuse word list that is cumulative across the grade levels.	August – May 2012 – 2013	Principal, Principal Resident and Teachers	DPS Word List	Lists will be implemented in classrooms. Principal and AP will spot check for correct usage by students.	On-going
Grade levels will work together to plan, teach and review I-tasks and I-units to promote collaboration and cross content articulation. Teachers will review spelling, conventions, and mechanics from final products to support students.	August – May 2012 – 2013	Principal, Principal Resident and Teachers		Data collected from Instructional Units and Instructional Tasks and conversations with teachers regarding -tasks and I-units.	On-going
Teachers write SGOs (Student Growth Objectives) to align with Action Steps to implement the Major Improvement Strategy on UIP	September-October 2011 2012 – 2013 Restart Cycle	K – 5 <sup>th</sup> grade teachers	Principal and Principal Resident Support	Team Meetings to determine SGO growth expectations	On – going

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

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

- School Plan under State Accountability   
  Title I 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 (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)

**Section V: Appendices**

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

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