

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8232 School Name: STEDMAN 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 50 th percentile by using 1-year or 3-years of data | R | 71.65% | - | - | 45.38% | - | - | 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% | - | - | 44.27% | - | - | |
| | | W | 53.52% | - | - | 33.59% | - | - | |
| | | S | 47.53% | - | - | 14.89% | - | - | |
| 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 | 60 | - | - | 62 | - | - | |
| | | M | 76 | - | - | 59 | - | - | |
| | | W | 67 | - | - | 55 | - | - | |
| ELP | 33 | - | - | 50 | - | - | | | |

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

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

Accountability Status and Requirements for Improvement Plan

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

Section II: Improvement Plan Information

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

Additional Information about the School

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

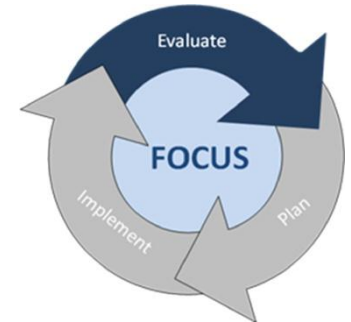
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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 | Robert Malling, Principal |
| | Email | robert_malling@dpsk12.org |
| | Phone | 720 424-3800 |
| | Mailing Address | 2940 Dexter Street Denver, CO 80207 |
| | | |
| 2 | Name and Title | Traci Martin, Administrative Assistant |
| | Email | traci_martin@dpsk12.org |
| | Phone | 720 424-3808 |
| | Mailing Address | 2940 Dexter Street Denver, CO 80207 |

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 the 2011-2012 school year, students at/above proficiency will be 46%. | By the end of the 2011-2012 school year, students at/above proficiency in math was 44%. We missed our target by 2 points. | <ul style="list-style-type: none"> • Interventions in 3rd grade for math • Targeted support for PP/P 3rd grade students • Teachers were thoughtful in data teams while planning math units and thinking of students • 5th grade groupings to better meet student needs based on CSAP/TCAP scores • Reviewed Common Core State Standards to assist in planning • Strategic use of support staff in building (paraprofessionals) • Teachers backwards plan math unit with colleagues 1x a month • Clear content objectives posted daily that |
| Academic Growth | The median student growth percentile in math will be 57. | The median student growth percentile in math was 59. We exceeded our target by 2 points. | |
| Academic Growth Gaps | The median growth percentile for our English Language Learners will be 57. | The median growth percentile for our English Language Learners in math was 60. We exceeded our target by 3 points. | |

| 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 | | encouraged students and teachers to stay on track |

Worksheet #2: Data Analysis

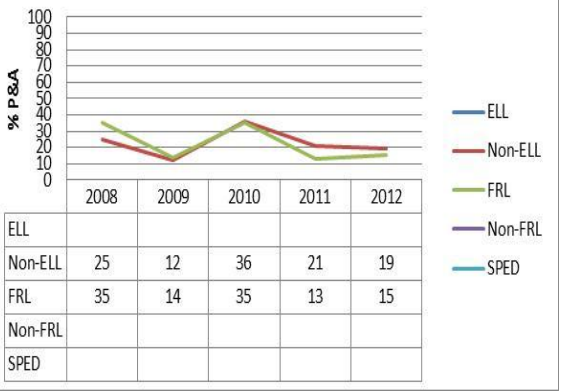
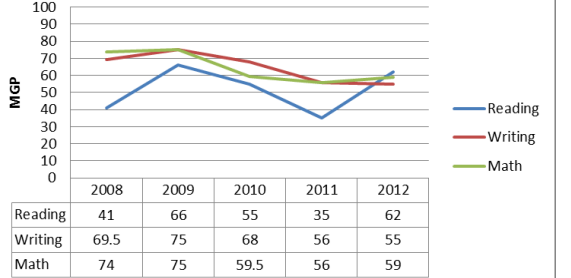
Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of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

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|---|---------------------------------|-------------|------|------|------|------|---------|----|----|----|----|----|---------|----|----|----|----|----|------|----|----|----|----|----|---------|----|----|----|----|----|--|--|
| Academic Achievement (Status) | <p>Status - Overall</p> <table border="1"> <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>32</td> <td>43</td> <td>43</td> <td>32</td> <td>44</td> </tr> <tr> <td>Writing</td> <td>19</td> <td>33</td> <td>38</td> <td>28</td> <td>33</td> </tr> <tr> <td>Math</td> <td>43</td> <td>47</td> <td>45</td> <td>38</td> <td>44</td> </tr> <tr> <td>Science</td> <td>29</td> <td>15</td> <td>30</td> <td>14</td> <td>15</td> </tr> </tbody> </table> <p>The percentage of our students scoring proficient and advanced on the reading TCAP/CSAP reading has remained stable from 2009-2012 and is below the state’s expectation of 72.</p> <p>The percentage of our students scoring proficient or advanced on the writing TCAP/CSAP has increased and decreased from 2008-2012 and is below the state’s expectation of 54.</p> <p>The percentage of our students scoring proficient or advanced on the math TCAP/CSAP has increased and decreased from</p> | | 2008 | 2009 | 2010 | 2011 | 2012 | Reading | 32 | 43 | 43 | 32 | 44 | Writing | 19 | 33 | 38 | 28 | 33 | Math | 43 | 47 | 45 | 38 | 44 | Science | 29 | 15 | 30 | 14 | 15 | <p>The percentage of our students scoring proficient and advanced on the writing TCAP/CSAP has remained stable from 2009-2012 (33, 38, 28, 33) and is 21 points below the state’s expectation of 54.</p> | <ul style="list-style-type: none"> ~ We do not consistently implement best practices around writers workshop. ~ We do not have a comprehensive understanding of the Common Core State Standards and how they align with the planning guides across grade levels. |
| | 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 32 | 43 | 43 | 32 | 44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 19 | 33 | 38 | 28 | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | 43 | 47 | 45 | 38 | 44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | 29 | 15 | 30 | 14 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <p>2008-2012 and is below the state's expectation of 71.</p> <p>The percentage of our students scoring proficient or advanced on the science TCAP/CSAP has increased and decreased from 2008-2012 and is below the state's expectation of 48.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Reading Status - Subgroup</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>25</td> <td>13</td> <td>23</td> <td>16</td> <td>35</td> </tr> <tr> <td>Non-ELL</td> <td>32</td> <td>55</td> <td>53</td> <td>38</td> <td>47</td> </tr> <tr> <td>FRL</td> <td>31</td> <td>40</td> <td>43</td> <td>31</td> <td>43</td> </tr> <tr> <td>Non-FRL</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SPED</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> </div> <p>The percentages of our English Language Learners, Non-English Language Learners, and Free and Reduced Lunch students scoring proficient and advanced on the reading TCAP/CSAP reading have increased and decreased from 2008-2012 and are below the state's expectation of 72.</p> | | 2008 | 2009 | 2010 | 2011 | 2012 | ELL | 25 | 13 | 23 | 16 | 35 | Non-ELL | 32 | 55 | 53 | 38 | 47 | FRL | 31 | 40 | 43 | 31 | 43 | Non-FRL | | | | | | SPED | | | | | | | |
| | 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELL | 25 | 13 | 23 | 16 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-ELL | 32 | 55 | 53 | 38 | 47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRL | 31 | 40 | 43 | 31 | 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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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| | 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELL | 21 | 21 | 23 | 16 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-ELL | 17 | 35 | 43 | 32 | 36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRL | 16 | 30 | 39 | 27 | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-FRL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELL | 38 | 38 | 35 | 31 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-ELL | 41 | 47 | 50 | 39 | 47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRL | 42 | 45 | 47 | 36 | 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <p style="text-align: center;">Science Status - Subgroup</p>  <table border="1" data-bbox="430 592 850 795"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non-ELL</td> <td>25</td> <td>12</td> <td>36</td> <td>21</td> <td>19</td> </tr> <tr> <td>FRL</td> <td>35</td> <td>14</td> <td>35</td> <td>13</td> <td>15</td> </tr> <tr> <td>Non-FRL</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SPED</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The percentages of our Non-English Language Learners and our Free and Reduced Lunch students scoring proficient and advanced on the science TCAP/CSAP have increased and decreased from 2009-2012 and are below the state's expectation of 48.</p> | | 2008 | 2009 | 2010 | 2011 | 2012 | ELL | | | | | | Non-ELL | 25 | 12 | 36 | 21 | 19 | FRL | 35 | 14 | 35 | 13 | 15 | Non-FRL | | | | | | SPED | | | | | | | |
| | 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Non-ELL | 25 | 12 | 36 | 21 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRL | 35 | 14 | 35 | 13 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-FRL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Growth | <p style="text-align: center;">Growth - Overall</p>  <table border="1" data-bbox="430 1307 850 1404"> <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>41</td> <td>66</td> <td>55</td> <td>35</td> <td>62</td> </tr> <tr> <td>Writing</td> <td>69.5</td> <td>75</td> <td>68</td> <td>56</td> <td>55</td> </tr> <tr> <td>Math</td> <td>74</td> <td>75</td> <td>59.5</td> <td>56</td> <td>59</td> </tr> </tbody> </table> | | 2008 | 2009 | 2010 | 2011 | 2012 | Reading | 41 | 66 | 55 | 35 | 62 | Writing | 69.5 | 75 | 68 | 56 | 55 | Math | 74 | 75 | 59.5 | 56 | 59 | <p>The median growth percentile for our students on the writing TCAP/CSAP has decreased from 2009-2012 (75, 68, 56, 55) putting us on a trajectory to fall below the state's median of 50.</p> | <p>We do not consistently implement best practices around writers workshop.</p> <p>We do not have a comprehensive understanding of the Common Core State Standards and how they align with the planning guides across grade levels.</p> | | | | | | | | | | | | |
| | 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 41 | 66 | 55 | 35 | 62 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 69.5 | 75 | 68 | 56 | 55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | 74 | 75 | 59.5 | 56 | 59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

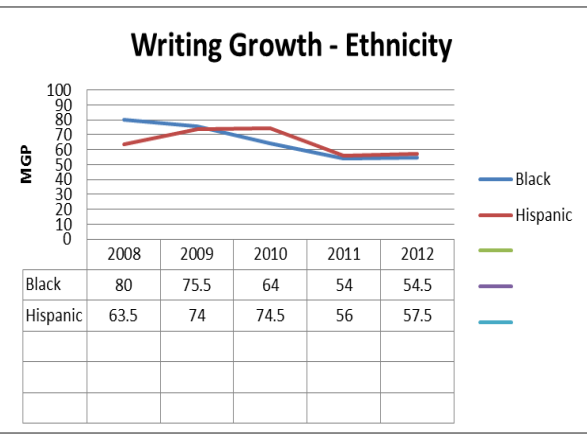
| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | |
|------------------------|--|---------------------------------|-------------|------|------|------|------|----|----|----|------|--|--|
| | <p>The median growth percentile for our students on the reading TCAP/CSAP has increased and decreased from 2008 to 2012 and is above the state's median of 50.</p> <p>The median growth percentile for our students on the writing TCAP/CSAP has decreased from 2009 to 2012 and is above the state's median of 50.</p> <p>The median growth percentile for our students on the math TCAP/CSAP remained stable from 2010 to 2012 and is above the state's median of 50.</p> | | | | | | | | | | | | |
| | <div style="text-align: center;"> <p>CELA Overall Growth</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>CELA</td> <td>48</td> <td>37</td> <td>36</td> <td>49.5</td> </tr> </tbody> </table> </div> <p>The overall median growth percentile for students on the CELA has decreased and increased from 2009-2012 and is above the adequate growth percentile of 33.</p> | | 2009 | 2010 | 2011 | 2012 | CELA | 48 | 37 | 36 | 49.5 | | |
| | 2009 | 2010 | 2011 | 2012 | | | | | | | | | |
| CELA | 48 | 37 | 36 | 49.5 | | | | | | | | | |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---------------------------------|-------------|------|------|------|------|-------|------|----|----|----|------|----------|----|----|------|------|------|---|---|----|------|----|----|--|--|
| Academic Growth Gaps | <h3 style="margin: 0;">Reading Growth - Ethnicity</h3> <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>Black</td> <td>42.5</td> <td>68</td> <td>40</td> <td>35</td> <td>53.5</td> </tr> <tr> <td>Hispanic</td> <td>40</td> <td>62</td> <td>68</td> <td>35</td> <td>66</td> </tr> </tbody> </table> | | 2008 | 2009 | 2010 | 2011 | 2012 | Black | 42.5 | 68 | 40 | 35 | 53.5 | Hispanic | 40 | 62 | 68 | 35 | 66 | <p>The median growth percentile for our English Language Learners has decreased and then increased from 2008-2012 (66, 74, 72.5, 56, 61) and is 13 points below our five-year high.</p> | <p>We do not consistently implement best practices around writers workshop.</p> <p>We do not have a comprehensive understanding of the Common Core State Standards and how they align with the planning guides across grade levels.</p> | | | | | | |
| | | 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | |
| Black | 42.5 | 68 | 40 | 35 | 53.5 | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 40 | 62 | 68 | 35 | 66 | | | | | | | | | | | | | | | | | | | | | | |
| <p>The median growth percentiles for our Black and Hispanic students on the reading TCAP/CSAP have increased and decreased from 2008 to 2012 and are above the state's median of 50.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <h3 style="margin: 0;">Reading Growth - Subgroup</h3> <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>ELL</td> <td>41.5</td> <td>62</td> <td>68</td> <td>39</td> <td>69</td> </tr> <tr> <td>Non-ELL</td> <td>41</td> <td>68</td> <td>47.5</td> <td>33.5</td> <td>54.5</td> </tr> <tr> <td>FRL</td> <td>40</td> <td>67</td> <td>57.5</td> <td>35</td> <td>62</td> </tr> </tbody> </table> | | 2008 | 2009 | 2010 | 2011 | 2012 | ELL | 41.5 | 62 | 68 | 39 | 69 | Non-ELL | 41 | 68 | 47.5 | 33.5 | 54.5 | FRL | 40 | 67 | 57.5 | 35 | 62 | | |
| | 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | |
| ELL | 41.5 | 62 | 68 | 39 | 69 | | | | | | | | | | | | | | | | | | | | | | |
| Non-ELL | 41 | 68 | 47.5 | 33.5 | 54.5 | | | | | | | | | | | | | | | | | | | | | | |
| FRL | 40 | 67 | 57.5 | 35 | 62 | | | | | | | | | | | | | | | | | | | | | | |
| | <p>The median growth percentile for English Language Learners on the reading TCAP/CSAP has increased from 2008 to 2012</p> | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

and is above the state's median of 50.

The median growth percentile for our Non-English Language Learners and our Free and Reduced Lunch students on the reading TCAP/CSAP has increased and decreased from 2008 to 2012 and is above the state's median of 50.



The median growth percentile for our Black students on the writing TCAP/CSAP has decreased from 2008 to 2012 and is above the state's median of 50.

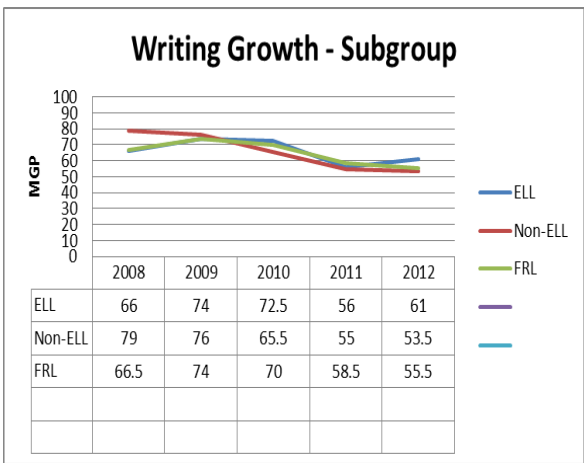
The median growth percentile for our Hispanic students on the writing TCAP/CSAP has increased and decreased from 2008 to 2012 and is above the state's median of 50.

Performance Indicators

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

Priority Performance
Challenges

Root Causes



The median growth percentile for English Language Learners on the writing TCAP/CSAP has increased and decreased from 2008 to 2012 and is above the state’s median of 50.

The median growth percentile for our Non-English Language Learners on the writing TCAP/CSAP has decreased from 2008 to 2012 and is above the state’s median of 50.

The median growth percentile for our Free and Reduced Lunch students on the writing TCAP/CSAP has decreased from 2009 to 2012 and is above the state’s median of 50.

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | | | | | | |
|------------------------|---|---------------------------------|-------------|------|------|------|------|-------|----|----|------|----|------|----------|------|----|------|----|----|--|--|
| | <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Math Growth - Ethnicity</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>78</td> <td>75</td> <td>55.5</td> <td>55</td> <td>53.5</td> </tr> <tr> <td>Hispanic</td> <td>66.5</td> <td>76</td> <td>59.5</td> <td>57</td> <td>60</td> </tr> </tbody> </table> </div> <p>The median growth percentile for our Black students on the math TCAP/CSAP has decreased from 2008 to 2012 and is above the state's median of 50.</p> <p>The median growth percentile for our Hispanic students on the reading TCAP/CSAP has increased and decreased from 2008 to 2012 and is above the state's median of 50.</p> | | 2008 | 2009 | 2010 | 2011 | 2012 | Black | 78 | 75 | 55.5 | 55 | 53.5 | Hispanic | 66.5 | 76 | 59.5 | 57 | 60 | | |
| | 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | |
| Black | 78 | 75 | 55.5 | 55 | 53.5 | | | | | | | | | | | | | | | | |
| Hispanic | 66.5 | 76 | 59.5 | 57 | 60 | | | | | | | | | | | | | | | | |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|---|---------------------------------|-------------|------|------|------|------|-----|----|----|------|----|----|---------|----|----|----|----|----|-----|----|----|------|----|----|--|--|
| | <p style="text-align: center;">Math Growth - Subgroup</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>66</td> <td>76</td> <td>59.5</td> <td>57</td> <td>60</td> </tr> <tr> <td>Non-ELL</td> <td>78</td> <td>75</td> <td>62</td> <td>54</td> <td>57</td> </tr> <tr> <td>FRL</td> <td>73</td> <td>75</td> <td>61.5</td> <td>55</td> <td>62</td> </tr> </tbody> </table> <p>The median growth percentile for our English Language Learners on the math TCAP/CSAP has remained stable from 2010 to 2012 and is above the state's median of 50.</p> <p>The median growth percentile for our non-English Language Learners on the math TCAP/CSAP has decreased from 2008 to 2012 and is above the state's median of 50.</p> <p>The median growth percentile for our Free and Reduced Lunch students on the math TCAP/CSAP has decreased and increased from 2008 to 2012 and is above the state's median of 50.</p> | | 2008 | 2009 | 2010 | 2011 | 2012 | ELL | 66 | 76 | 59.5 | 57 | 60 | Non-ELL | 78 | 75 | 62 | 54 | 57 | FRL | 73 | 75 | 61.5 | 55 | 62 | | |
| | 2008 | 2009 | 2010 | 2011 | 2012 | | | | | | | | | | | | | | | | | | | | | | |
| ELL | 66 | 76 | 59.5 | 57 | 60 | | | | | | | | | | | | | | | | | | | | | | |
| Non-ELL | 78 | 75 | 62 | 54 | 57 | | | | | | | | | | | | | | | | | | | | | | |
| FRL | 73 | 75 | 61.5 | 55 | 62 | | | | | | | | | | | | | | | | | | | | | | |
| 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

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

Narrative:
The purpose of the data narrative is to describe the process and results of the analysis of the data for school improvement. *Reflect that a team reviewed this data.*

Data Narrative Elements: Please complete each section below. *Directions are included in italics.*

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.)

Stedman is a neighborhood school in Denver that opened its doors in 1924. We serve over 300 students in grades ECE-5th grade. We are a Transitional Native Language Instruction school and 2012/2013 is our first year where we offer classes with Spanish instruction support in all grades. For the past two school years, our UIP was focused on mathematics. In the spring of 2012 our staff came together to discuss where we see our greatest challenge and the subject of writing emerged as our focus for the UIP in 2012/2013, and perhaps beyond. In the fall of 2012 we met two times as a whole staff, and two times as a small group, to look at our school's data and determined priority needs around writing and determined root cause statements for our low student achievement. These conversations took all teachers' and administrators' opinions into consideration and our staff emerged from them feeling good about addressing a subject area that for too long has shown a need for improvement.

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 August 23, 2012, our staff convened to review last year's targets. Our results are as follows:

We did not meet expectations in status, and we did meet expectations in growth and growth gaps.

| Performance Indicators | Targets for 2011-12 school year (Targets set in last year's plan) | Performance in 2011-12? Was the target met? How close was school in meeting the target? | Brief reflection on why previous targets were met or not met. |
|-------------------------------|---|---|---|
| Academic Achievement (Status) | By the end of the 2011-2012 school year, students at/above proficiency will be 46%. | By the end of the 2011-2012 school year, students at/above proficiency in math was 44%. We missed our target by 2 points. | <ul style="list-style-type: none"> • Interventions in 3rd grade for math • Targeted support for PP/P 3rd grade students • Teachers were thoughtful in data teams while planning math units and thinking of students • 5th grade groupings to better meet student needs based on CSAP/TCAP scores • Reviewed Common Core State Standards to assist in planning • Strategic use of support staff in building (paraprofessionals) • Teachers backwards plan math unit with colleagues 1x a month • Clear content objectives posted daily that |
| Academic Growth | The median student growth percentile in math will be 57. | The median student growth percentile in math was 59. We exceeded our target by 2 points. | |
| Academic Growth Gaps | The median growth percentile for our English Language Learners will be 57. | The median growth percentile for our English Language Learners in math was 60. We exceeded our target by 3 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 August 23, 2012 the whole staff convened to examine TCAP status and growth reports across content areas. We noted the following trends:

- Over time, our 4th grade students who score proficient or advanced in writing dropped by 4-9% each year. The percentage of 5th graders increased 8-32%.

- The median growth percentile on the reading TCAP for our Black students decreased from 68% to 53.5% from 2009-2012.
- The median growth percentile on the reading TCAP for our Hispanic students increased from 62% to 66% from 2009-2012.
- The median growth percentile on the math TCAP for Black student decreased from the 75th to the 53rd between 2009 and 2012.
- The median growth percentile on the math TCAP for Hispanic students decreased from the 76th to the 60th between 2009 and 2012.

For a complete list of trends, please see the trends column above.

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 11, 2012 the School Leadership Team (SLT) examined a visual representation of our trends data across content areas and subgroups utilizing this tool:

| End of Window | Reading | | | | Writing | | | | Math | | | | Science | |
|------------------------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|--------|-------|--------|-------|---------|-------|
| | Spring 2012 | | Spring 2012 | | Spring 2012 | | Spring 2012 | | TCAP | | TCAP | | TCAP | |
| | TCAP | Trend | TCAP | Trend | TCAP | Trend | TCAP | Trend | Status | Trend | Growth | Trend | Status | Trend |
| Overall | 44 | → | 62 | incon | 33 | → | 55 | ↓ | 44 | → | 59 | → | | |
| Grade K | | | | | | | | | | | | | | |
| Grade 1 | | | | | | | | | | | | | | |
| Grade 2 | | | | | | | | | | | | | | |
| Grade 3 | 55 | incon | | | 41 | ↑ | | | 51 | ↑ | | | | |
| Grade 4 | 38 | incon | 53.5 | ↑ | 17 | → | 50 | incon | 33 | → | 28.5 | ↓ | | |
| Grade 5 | 40 | incon | 63 | incon | 40 | → | 60 | ↓ | 46 | ↓ | 78 | → | 15 | incon |
| Grade 6 | | | | | | | | | | | | | | |
| Grade 7 | | | | | | | | | | | | | | |
| Grade 8 | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Black | 45 | | 53.5 | incon | 33 | | 54.5 | ↓ | 39 | | 53.5 | ↓ | 12 | |
| Hispanic | 33 | | 66 | incon | 24 | | 57.5 | incon | 43 | | 60 | → | 11 | |
| White | | | | | | | | | | | | | | |
| Male | 41 | → | | | 32 | → | | | 50 | → | | | 10 | ↓ |
| Female | 46 | incon | | | 34 | → | | | 39 | → | | | 13 | incon |
| FRL | 43 | → | 62 | incon | 33 | → | 55.5 | ↓ | 43 | → | 62 | incon | 15 | incon |
| Non-FRL | 57 | incon | 57.5 | flat | 36 | incon | 39 | ↓ | 50 | incon | 27.5 | ↓ | | |
| ELL | 35 | incon | 63 | ↑ | 23 | → | 61 | incon | 35 | → | 60 | → | 0 | incon |
| Exited ELL | | | | | | | | | | | | | | |
| Non-ELL | 47 | incon | 54.5 | incon | 36 | → | 53.5 | ↓ | 47 | → | 57 | ↓ | 19 | incon |
| SPED | 15 | → | 54.5 | → | 23 | → | 54 | → | 21 | → | 46.5 | → | 0 | → |
| Non-SPED | 47 | → | 62 | → | 34 | → | 55.5 | ↓ | 46 | → | 62 | → | 40 | → |

We selected writing as a content area of focus so that we can leverage our work to improve across all content areas. We captured our noticings, applied the REAL criteria and

agreed upon the following priority performance challenges:

Status:

The percentage of our students scoring proficient and advanced on the writing TCAP/CSAP has remained stable from 2009-2012 (33, 38, 28, 33) and is 21 points below the state's expectation of 54.

Growth:

The median growth percentile for our students on the writing TCAP/CSAP has decreased from 2009-2012 (75, 68, 56, 55) putting us on a trajectory to fall below the state's median of 50.

Growth Gaps

The median growth percentile for our English Language Learners has decreased and then increased from 2008-2012 (66, 74, 72.5, 56, 61) and is 13 points below our five-year high.

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 11, 2012. 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 then 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:

- The planning guide is too broad.
- We do not have writing interventions for students.
- We do not have professional development around writing.
- Students don't see themselves as writers.
- Teachers may not feel confident as writers.
- We lack coaching support.

The SLT then convened on September 17, 2012 to begin prioritizing the remaining items and to examine "why." The following root causes were identified:

- We do not consistently implement best practices around writers workshop.
- We do not have a comprehensive understanding of the Common Core State Standards and how they align with the planning guides across grade levels.

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

ONGOING

Interim Measures

1. Students take the DPS Writing interims three times per year: September, December, and April. We review performance data the following week after each exam is given.
-After collaboratively grading these exams, teachers will be given a clearly presented set of data for their class. This data will show how each student performed overall on their writing assessment as well as highlight their individual strengths and needs. This data will be used for discussion in data teams where teachers address how they will differentiate their instruction for the learners.
2. Two formal assessments per unit of instruction; preassessment and post-assessment data; 5-6 times per year.
-Teachers assess their end of unit student writing using the rubric determined during the data teams process. Facilitators will challenge teachers to determine what went well in their instruction and what needs adjustment as they enter the next unit of instruction.
3. Principal will formally evaluate each K-5 teacher during his or her writing instruction and perform multiple informal observation of teachers' writing instruction.
-Each K-5 teacher will have a formal evaluation completed during one of his or her writing lessons. In addition, teachers will be provided feedback on their writing instruction after the numerous informal observations completed by the principal.

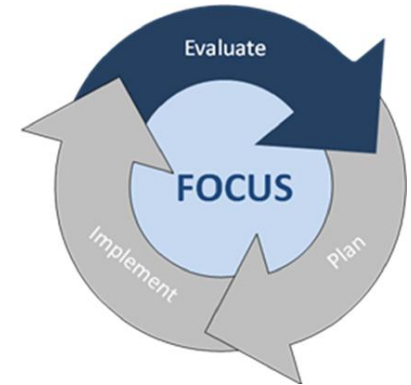
Section IV: Action Plan(s)

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 | The percentage of our students scoring proficient and advanced on the writing TCAP/CSAP has remained stable from 2009-2012 (33, 38, 28, 33) and is 21 points below the state's expectation of 54. | The percentage of our students scoring proficient and advanced on the writing TCAP will be 41. | The percentage of our students scoring proficient and advanced on the writing TCAP will be 46. | Students take the DPS Writing interims three times per year; September, December, and April. We review performance data the following week after each exam is given. 2 formal assessments per unit of instruction; preassessment and post-assessment data; 5-6 times per year. Principal will formally evaluate each K-5 teacher during their writing instruction and perform multiple informal observation of teachers' writing instruction. | Identify and implement best practices around writers' workshop. Examine the Common Core State Standards and how they align with the planning guides across grade levels. |
| | | S | | | | | |
| Academic Growth | Median Student Growth Percentile | R | | | | | |
| | | M | | | | | |

| | | | | | | | |
|----------------------|----------------------------------|-----|---|--|--|---|--|
| | (TCAP/CSAP & CELApro) | W | The median growth percentile for our students on the writing TCAP/CSAP has decreased from 2009-2012 (75, 68, 56, 55) putting us on a trajectory to fall below the state's median of 50. | The median growth percentile for our students on the writing TCAP will be 62. | The median growth percentile for our students on the writing TCAP will be 64. | Students take the DPS Writing interims three times per year; September, December, and April. We review performance data the following week after each exam is given. 2 formal assessments per unit of instruction; preassessment and post-assessment data; 5-6 times per year. | Identify and implement best practices around writers workshop. Examine the Common Core State Standards and how they align with the planning guides across grade levels. |
| | | ELP | | | | | |
| Academic Growth Gaps | Median Student Growth Percentile | R | | | | | |
| | | M | | | | | |
| | | W | The median growth percentile for our English Language Learners has decreased and then increased from 2008-2012 (66, 74, 72.5, 56, 61) and is 13 points below our five-year high. | The median growth percentile for our English Language Learners on the writing TCAP will be 62. | The median growth percentile for our English Language Learners on the writing TCAP will be 64. | Students take the DPS Writing interims three times per year; September, December, and April. We review performance data the following week after each exam is given. 2 formal assessments per unit of instruction; preassessment and post-assessment data; 5-6 times per year. | Identify and implement best practices around writers workshop. Examine the Common Core State Standards and how they align with the planning guides across grade levels. |
| Post | Graduation Rate | | | | | | |

| | | | | | | |
|---------------------------------------|----------------------------|--|--|--|--|--|
| Secondary & Workforce Readiness | 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: Identify and implement best practices around writers' workshop.

Root Cause(s) Addressed: We do not consistently implement best practices around writers' workshop.

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) |
|---|---|--|---|---|--|
| 2 monthly professional development sessions led by teacher leaders and consultants; Have a focus on the DPS best practices and look for documents for writing instruction. Differentiate the PD based on primary and intermediate grades needs. | Twice monthly Sep 2012 through Apr 2013 | Principal, Teacher Effectiveness Coach (TEC), and two consultants from Access Literacy | \$2000 from Title II professional development funds. | Once each trimester, gather feedback from teachers' as to the effectiveness of these PD sessions via an online survey tool. | In Progress |
| Use a protocol to examine writers' workshop look-fors to self assess a first, second, and third areas of focus for instruction. | October 4- December 20, then January 7- March 15, then March 18- May 30 | Principal, Teacher Effectiveness Coach (TEC), and two consultants from Access Literacy | None. | 100% of teachers completed a self assessment resulting in an identified area of focus. | In Progress |
| Gather baseline data around 3 areas of focus determined during PD sessions. | October 4- December 20, | Principal and Administrative | None. | 100% of teachers will be observed to gather | In Progress |

| | | | | | |
|--|---|--|--|---|-------------|
| | then January 7- March 15, then March 18- May 30 | Assistant | | baseline data using the look-fors rubric. | |
| Observe classrooms using the look-fors rubric to determine growth in 3 areas of focus. | October 4- December 20, then January 7- March 15, then March 18- May 30 | Principal and Administrative Assistant | None. | During each observation, 50% of teachers will show increases in best practices on the look-fors rubric. | In Progress |
| Meet in grade level data teams twice monthly to dive into student performance data for their current unit of writing instruction. The district's Best Practices document speaks to teachers and students using assessment data to inform instruction. | Twice monthly Sep 2012 through May 2013 | Principal, TEC, and Administrative Assistant facilitate these data teams. K-5 teachers participate and bring their data. | Title 1 funds for 0.40 fte Administrative Assistant who serves in the role of Facilitator; \$29,831. | Review the effectiveness of each data team meeting at the conclusion of each meeting. | In Progress |
| On a monthly basis, teachers collaboratively plan the next unit of writing instruction following the Step-A protocol for backwards planning. Teachers will identify the unit's essential content and create content/language objectives for their unit of instruction. | 1 st Friday of each month during early release time. | Principal, TEC, and Administrative Assistant facilitate these data teams. K-5 teachers participate and bring their data. | Approximately \$1000 annually to cover the district's cost of transportation on our early dismissal Fridays. | Teachers update their grade's Writing Wiki page to capture their learning and goals for each unit of writing. | In Progress |
| Teachers will create colorful and attractive displays of their students' assessed work, show examples of the rubric used, and highlight examples of proficient writing from their class. | Update at the conclusion of each unit of writing instruction. | Principal and Administrative Assistant to evaluate the work being displayed in an engaging way for students and families to see. | None. | At the conclusion of each unit of instruction, 100% of teachers will display student work samples that are accessible and visible and that reflect students' accomplishments, proficient and big ideas from DPS units of study. | In Progress |
| Gather evidence of student work displays. | Monthly after the completion of each writing | Administrative Assistant | None. | 100% of classroom displays will be examined for student work with | In Progress |

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|--|-------|--|--|---|--|
| | unit. | | | percentages being communicated via email. | |
|--|-------|--|--|---|--|

* 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: Examine the Common Core State Standards and how they align with the planning guides across grade levels.

Root Cause(s) Addressed: We do not have a comprehensive understanding of the Common Core State Standards and how they align with the planning guides across grade levels.

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) |
|--|--|---|---|--|--|
| Monthly professional development for teachers led by our Teacher Leaders focusing on how the new Common Core State Standards put emphasis on students' ability to be effective writers across the subject areas. | Monthly PD on 2 nd Thursday, October through May. | Teacher Leaders | None | Gather feedback from teachers at the conclusion of each session. | In Progress |
| On a monthly basis, teachers will come together with partners from other grade levels to highlight strengths and needs in their students' writing. These vertical conversations will lead to a better understanding of what the next grade level is teaching and where teachers need to take their students in their writing achievement during their current grade. | Every third Friday, October through May. | Principal and Administrative Assistant to facilitate these conversations, teachers participate and bring student writing samples. | Approximately \$500 annually to cover the district's cost of transportation on our early dismissal Fridays. | Gather feedback from teachers at the conclusion of each session. | In Progress |
| During Step A conversations, link the unit's essential learnings directly to a Common Core State Standard. | Twice monthly Sep 2012 through May 2013 | Principal, Teacher Effectiveness Coach (TEC), and two consultants from Access Literacy | None | Capture the standards being addressed on the data teams wiki page during each data team meeting. | In Progress |

| | | | | | |
|--|---|--|------|--|-------------|
| Teachers will create colorful and attractive displays of their students' assessed work, show examples of the rubric used, and highlight examples of proficient writing from their class. | Update at the conclusion of each unit of writing instruction. | Principal and Administrative Assistant to evaluate the work being displayed in an engaging way for students and families to see. | None | At the conclusion of each unit of instruction, teachers will identify their proficient writers' work that will be highlighted in their displays. Display this work and examples from each of their remaining students. | 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.

| 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) | In the spring of 2012 our staff came together to discuss where we see our greatest challenge and the subject of writing emerged as our focus for the UIP in 2012/2013, and perhaps beyond. In the fall of 2012 we met two times as a whole staff, and two times as a small group, to look at our school's data and determined priority needs around writing and determined root cause statements for our low student achievement. These conversations took all teachers' |

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|---|--|--|--|
| | | | and administrators” opinions into consideration and our staff emerged from them feeling good about addressing a subject area that for too long has shown a need for improvement. Parents who serve on school’s Collaborative School Committee review the UIP action plan and interim measures throughout the school year. |
| 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) | <i>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.</i> See pages 13-14 in the UIP. |
| 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) | <i>Note: This requirement should be fully described in the UIP action plan. The school may add additional “major improvement strategies” as needed. Just provide the page numbers here for reference.</i> See pages 19-20 in the UIP |
| All core content teachers are highly qualified. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | |
| How are highly qualified teachers recruited and retained? | | Section IV: Action Plan (p. 10) | Taking the time to provide teachers with fair and accurate feedback based on their teaching performance is desirable for teachers. When teachers feel they work in a supportive environment and they can reach out to administration for assistance, they are comfortable taking risks and trying new and innovative approaches. This keeps effective teachers returning each year. Providing an opportunity for teachers interested in working at our school to shadow some of our current effective teachers shows what we expect in our teachers. |

| 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 student and staff needs used to identify the high quality professional development? | | Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7) | Page 19 in the UIP. |
| The school's Parent Involvement Policy (including the Parent Compact) is attached. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | |
| How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs? | | Section IV: Action Plan (p. 10) | <p>-Teachers collaborate during Stedman's grade level meetings to ensure vertical alignment for essential understandings and expectations for Kindergarten readiness; and student data review.</p> <p>- The kindergarten teachers will meet with the Early Childhood and Early Reading First educators twice a year to discuss the academic expectations and skills needed for ECE students to progress to kindergarten.</p> |
| How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents? | | Section IV: Action Plan (p. 10) | <p>-Our May 2013 CSC meeting will be set aside for determining how well the UIP action plan was implemented and how it impacted student achievement. We'll then meet in October 2013 to hold a similar conversation using TCAP data to further aid in determining the effectiveness of the action plan.</p> |
| How are Title I funds used in coordination with other ESEA funds, as well as state and local funds? | | Section IV: Action Plan (p. 10), Resource Column | <p><i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i></p> <p>Page 19 in the UIP.</p> |

Stedman School-Family Compact

Educating Stedman's students is a shared responsibility between the school and the families we serve. We have a set of shared responsibilities as well as some tasks unique to each of us that if followed, will lead to a successful school experience for every child at Stedman.

Stedman's faculty and families will develop a partnership that will help our children achieve the State's high standards of success.

Stedman Elementary School will serve our students through:

1. Providing high quality instruction in a supportive environment that helps students meet the State's high academic standards.
2. Holding parent-teacher conferences at least 2 times per year.
3. Providing families frequent reports on their child's academic and social progress at school.
4. Providing reasonable opportunities to communicate with the school's staff.
5. Providing families opportunities to volunteer within the school as well as observe classroom activities.
6. Setting expectations for positive, respectful interactions among each other while at Stedman.

Families at Stedman will support their child's learning through:

1. Ensuring their child's excellent on-time attendance to school.
2. Making sure nightly homework is complete.
3. Have your child read for at least 30 minutes per night while limiting the amount of television and video games at home.
4. Attending at least 3 school functions per year and volunteer in the school and/or classroom.
5. Staying informed about important school functions through reading the weekly Thursday Folder and monthly newsletter.

Students at Stedman will improve their academic knowledge through:

1. Coming to school for the purpose of learning and demonstrating their purpose for being here by challenging themselves to try new things.
2. Completing class work and homework every day.
3. Knowing and demonstrating the Stedman RAPPS while at school.
4. Reading at least 30 minutes at home each night and on weekends.
5. Giving their family announcements and papers that come from school.
6. Being on time to school with their supplies every day.

-----Signatures-----

School Representative: _____

Family Member: _____

Student: _____

Date: _____