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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8242 School Name: STEELE ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	71.65%	-	-	83.98%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	84.39%	-	-	
		W	53.52%	-	-	63.9%	-	-	
		S	47.53%	-	-	74.24%	-	-	
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: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	24	-	-	60	-	-	
		M	35	-	-	61	-	-	
		W	39	-	-	52	-	-	
		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	**Median Student Growth Percentile** **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	**Graduation Rate** **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Post Secondary Readiness: -
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	Dropout Rate **Expectation:** At or below State average overall.	-	-	-	
	Mean ACT Composite Score **Expectation:** At or above State average	-	-	-	

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Accountability Status and Requirements for Improvement Plan

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

Section II: Improvement Plan Information

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

Additional Information about the School

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

Improvement Plan Information

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

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

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

	School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Gene Boyer Principal
	Email	Gene_boyer@dpsk12.org
	Phone	720-423-3720
	Mailing Address	320 S. Marion Parkway Denver, CO
2	Name and Title	Kevin Greeley Assistant Principal
	Email	Kevin_greeley@dpsk12.org
	Phone	720-423-3720
	Mailing Address	320 S. Marion Parkway Denver, CO

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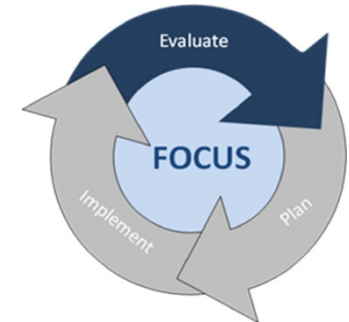
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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)	71% Proficient or Advanced on TCAP Writing	The target was not met. TCAP Writing performance decreased from 66% in 2011 to 63% in 2012 leaving an 8% difference from the target.	Continued inconsistent writing instruction and expectations of proficiency. Professional Development currently not transferring to student achievement.
Academic Growth			
Academic Growth Gaps			
Post Secondary Readiness			

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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)	**TCAP Status** | 2008	2009	2010	2011	2012 | Math 75% 78% 84% 87% 83% Reading 78% 75% 85% 82% 83% Writing 59% 62% 56% 66% 63% Science 53% 64% 66% 58% 71% The percentage of students who scored Proficient or Advanced on Math, Reading, Writing, and Science TCAP has increased from 2009 to 2012 with all four content areas meeting or exceeding state and district expectations. Writing TCAP performance increased from 56% in 2010 to 66% in 2011 followed by a decrease to 63% in 2012. While state and district expectations	63% of students are Proficient/Advanced in Writing which is considerably lower than performance in Reading (83%), Math(83%), and Science (71%).	Inconsistent writing instruction and expectations of proficient writing.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	were met, overall writing achievement has remained relatively flat over a 5 year period. Also, writing performance is considerably lower than Reading, Math, and Science. The percentage of students scoring Proficient/Advanced on TCAP Reading decreased from 85% in 2010 to 82% in 2011 and then increased slightly to 83% in 2012 and continued to meet state and district expecatations. The percentage of students scoring Proficent or Advanced in mathematics continues to be an area of strength at 83%. This is an increase from 75% in 2009. The percentage of students scoring Proficient or Advanced in science increased by 13% from 58% in 2011 to 71% in 2012. **% Advanced by Content Area** 		2009	2010	2011	2012
---	---	---	---	---
Reading	11%	11%	3%	6%
Writing	8%	7%	9%	7%
Math	41%	49%	47%	46%
Science	28%	15%	8%	17%		The percentage of students scoring Advanced on the reading TCAP decreased from 11% in 2009 and 2010 to 6% in 2012 which was below all other content areas (7% Writing, 46% Math, and 17% Science).	Differentiation of reading instruction has not been sufficient to move students from Proficient to Advanced.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of students scoring Advanced on the reading TCAP decreased from 11% in 2009 and 2010 to 6% in 2012 which was below all other content areas (7% Writing, 46% Math, and 17% Science).		
Academic Growth	The MGP for Reading decreased from 67.5 in 2009 to 47 in 2011, but increased to 60 in 2012 meeting both state and district expectations. The MGP for Writing has decreased for four consecutive years (65, 62, 59, 52) but has remained above the district expectation of 50. The MGP for Math increased from 67 in 2010 to 69 in 2011 followed by a decrease to 61 in 2012 remaining above state and district expectations.	The MGP for TCAP Writing declined to 52 in 2012 falling to the lowest level since 2008.	Inconsistent writing instruction and expectations of proficient writing.

Chart data:

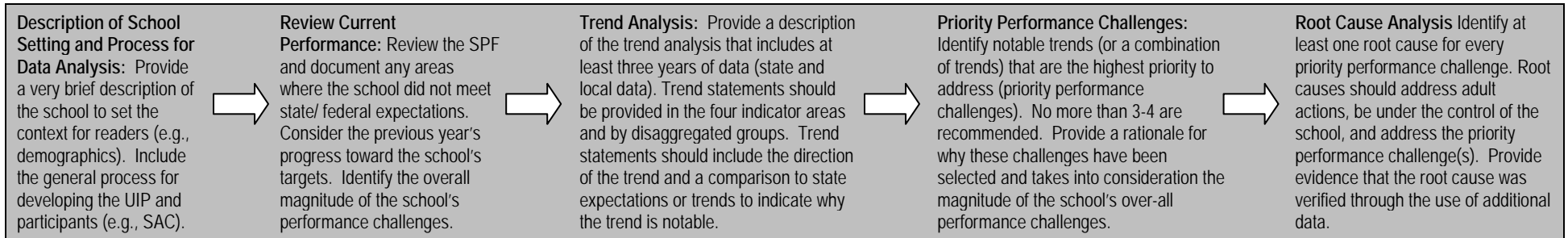|	2008	2009	2010	2011	2012
Reading	66	67.5	56.5	47	60
Writing	63	65	62	59	52
Math	56.5	71	67	69	61

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	**MGP for Minority Subgroup** <table><tr><td></td><td>Math</td><td></td><td>Reading</td><td></td><td>Writing</td><td></td></tr><tr><td></td><td>Non Minority Reference Group</td><td>Minority Focus Group</td><td>Non Minority Reference Group</td><td>Minority Focus Group</td><td>Non Minority Reference Group</td><td>Minority Focus Group</td></tr><tr><td>2010</td><td>69</td><td>53</td><td>56</td><td>61</td><td>65.5</td><td>51.5</td></tr><tr><td>2011</td><td>71</td><td>66</td><td>45</td><td>53</td><td>59</td><td>57.5</td></tr><tr><td>2012</td><td>63</td><td>55</td><td>61</td><td>58</td><td>52</td><td>52</td></tr></table> The MGP in Math for the Minority subgroup has been lower than the Non-Minority reference group for 3 years but meets the district expectation of 50. The MGP in Reading for the Minority subgroup exceeded the Non-Minority reference group in 2010 and 2011, but fell below the reference group by 3 percentiles in 2012. The MGP in Writing for the Minority subgroup was lower than the Non-Minority reference group in 2010 and 2011, but was the same as the reference group in 2012 continuing to be above the district expectation of 50.		
Post Secondary & Workforce Readiness			

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Data Narrative for School

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

Data Narrative for School

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

Narrative: Steele Elementary is located in the Washington Park Neighborhood. Steele Elementary is unique in its partnership with Stanley British Primary School's teacher education program. British Primary classrooms have a British Primary teacher as well as an intern who is working on teacher licensure. To ensure equity, all other classrooms have a paraprofessional to support the education programming. Steele has a highly involved parent community that supports Steele Elementary both financially and through volunteering. The Collaborative School Committee and PTA work together to help improve and support our instructional program.

Steele's enrollment for the 2012-13 school year is 445 students, kindergarten through fifth grade. 3% of our students are English Language Learners, 14% receive free and reduced lunch, 6% receive Special Education support and 13% belong to a minority group.

The Unified Improved Plan process started with the Steele Elementary Staff analyzing the 2012 TCAP data in August, 2012. The Collaborative School Committee reviewed and analyzed the TCAP data at their September Meeting. The DPS School Performance Framework was analyzed by the CSC and Steele Staff in October. This data analysis showed that growth in writing and the percentage of advanced readers is much lower than our similar schools. In addition, the School Leadership Team reviewed and discussed the UIP. At the October, 2012 CSC meeting, it was recommended that we continue our focus on writing with a particular emphasis on increasing the percentage of advanced readers as that has remained flat for several years.

Current Performance

Ratings from both the Colorado Department of Education and Denver Public Schools show that Steele Elementary is meeting or exceeding expectations on all Performance Indicators. Steele Elementary's overall rating on the DPS School Performance Framework is "Meets Expectations."

	Status	Growth	Growth Gaps	Overall
CDE	Meets	Exceeds	Meets	
DPS	Meets	Meets		Meets Expectations

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At Steele, students continue to meet expectations on the TCAP and exceed expectations for growth in reading, writing, and mathematics. In analyzing the fall writing benchmark, however, the lack of organization in student writing was a concern. In reading, there has been a substantial increase in proficient readers, while the advanced level readers showed a loss or remained flat.

When reviewing the UIP Target from the 2011-2012 Unified Improvement Plan (UIP), it was determined that Steele Elementary did not meet the target for status in writing set by DPS. Writing continues to be the area with the lowest rate of growth over 3 years. In analyzing the performance frameworks, it is evident that our students do poorly on written responses whether it is in reading or writing. In writing, the challenge is writing a proficient paragraph or writing to a prompt. In reading, students do poorly when asked to summarize, share the author's purpose, or draw conclusions by responding in writing. As a staff, we have defined the root cause as inconsistent instruction and expectations in reading and writing. Teachers do not have clear and consistent expectations as to what a proficient response is in either reading or writing. Professional development in reading/writing instruction has been inconsistent and has not resulted in increased student achievement.

Trend Analysis

Steele Elementary Staff analyzed the TCAP status and growth reports across content areas. Teachers examined the following four different performance reports to review trend data.
1. TCAP Performance - All Content Areas
2. TCAP Performance – Grade Levels
3. TCAP Subgroup Performance
4. TCAP Median Growth Percentile
5. Fall Writing Benchmark

The following trends were identified:

Status:

- The percentage of students who scored Proficient or Advanced on Math, Reading, Writing, and Science TCAP has increased from 2009 to 2012 with all four content areas meeting or exceeding state and district expectations.

- Writing TCAP performance increased from 56% in 2010 to 66% in 2011 followed by a decrease to 63% in 2012. While state and district expectations were met, overall writing achievement has remained relatively flat over a 5 year period. Also, writing performance is considerably lower than Reading, Math, and Science.

- The percentage of students scoring Proficient/Advanced on TCAP Reading decreased from 85% in 2010 to 82% in 2011 and then increased slightly to 83% in 2012 and continued to meet state and district expecatations.

- The percentage of students scoring Proficent or Advanced in mathematics continues to be an area of strength at 83%. This is an increase from 75% in 2009.

- The percentage of students scoring Proficient or Advanced in science increased by 13% from 58% in 2011 to 71% in 2012.

- The percentage of students scoring Advanced on the reading TCAP decreased from 11% in 2009 and 2010 to 6% in 2012 which was below all other content areas (7% Writing, 46% Math, and 17% Science).

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Growth:

- The MGP for Reading decreased for 67.5 in 2009 to 47 in 2011, but increased to 60 in 2012 meeting both state and district expectations.
- The MGP for Writing has decreased for four consecutive years (65, 62, 59, 52) but has remained above the district expectation of 50.
- The MGP for Math increased from 67 in 2010 to 69 in 2011 followed by a decrease to 61 in 2012 remaining above state and district expectations.

Growth Gaps:

- The MGP in Math for the Minority subgroup has been lower than the Non-Minority reference group for 3 years but meets the district expectation of 50.
- The MGP in Reading for the Minority subgroup exceeded the Non-Minority reference group in 2010 and 2011, but fell below the reference group by 3 percentiles in 2012.
- The MGP in Writing for the Minority subgroup was lower than the Non-Minority reference group in 2010 and 2011, but was the same as the reference group in 2012 continuing to be above the district expectation of 50.

Priority Performance Challenges

The SLT /Staff/CSC agreed upon the following priority performance challenges:

Status:

- 63% of students are Proficient/Advanced in Writing which is considerably lower than performance in Reading (83%), Math(83%), and Science (71%).
- The percentage of students scoring Advanced on the reading TCAP decreased from 11% in 2009 and 2010 to 6% in 2012 which was below all other content areas (7% Writing, 46% Math, and 17% Science).

Growth:

- The MGP for TCAP Writing declined to 52 in 2012 falling to the lowest level since 2008.

Root Cause Analysis

As a staff, we discussed the following as possible explanations for the priority performance challenges.

- Instruction is inconsistent between Contemporary and British Primary Classrooms
- Lack of common understanding of the writing process
- Professional development in reading/writing instruction has been inconsistent.
- Inconsistent expectations of what is proficient or advanced.

With additional discussion, the staff narrowed down the explanations and identified two root causes.

- Inconsistent writing instruction and expectations of proficient writing.
- Differentiation of reading instruction has not been sufficient to move students from Proficient to Advanced.

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Section IV: Action Plan(s)

This section addresses the "plan" portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.
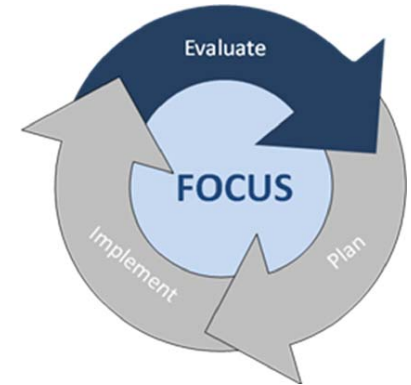
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2012-13	Annual Performance Targets 2013-14	Interim Measures for 2012-13	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	The percentage of students scoring Advanced on the reading TCAP decreased from 11% in 2009 and 2010 to 6% in 2012 which was below all other content areas (7% Writing, 46% Math, and 17% Science).	The percentage of students scoring Advanced will increase from 6% to 10%.	The percentage of students scoring Advanced will increase from 10% to 15%.	The percentage of students that are Above Grade Level on DRA2 will increase.	Improve reading instruction by developing consistency with guided reading practices.
		M					
		W	63% of students are Proficient/Advanced in Writing which is considerably lower than performance in Reading (83%), Math(83%), and Science (71%).	The percentage of students scoring P/A will increase from 63% to 76%.	The percentage of students scoring P/A will increase from 76% to 81%.	Increase the percentage of students scoring Proficient/Advanced on the Writing interim from 24% on the Fall Interim to 76% on the Spring Interim.	Consistent writing instruction will be used at all grade levels to improve student writing achievement.
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W	The MGP for TCAP Writing declined to 52 in 2012 falling to the lowest level since 2008.	The MGP will increase from 52 to 60.	The MGP will increase from 60 to 65.	Increase the percentage of students scoring Proficient/Advanced on the Writing interim from 24% on the Fall Interim to 76% on the Spring Interim.	Consistent writing instruction will be used at all grade levels to improve student writing achievement.
		ELP					

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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 Challenges: 63% of students are Proficient/Advanced in Writing which is considerably lower than performance in Reading (83%), Math (83%), and Science (71%). The MGP for TCAP Writing declined to 52 in 2012 falling to the lowest level since 2008.

Root Cause(s) Addressed: Inconsistent writing instruction and expectations of proficient writing.

Major Improvement Strategy #1: Consistent writing instruction will be used at all grade levels to improve student writing achievement.

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)
PD on writing instruction to build common understandings using the District Planning Guides.	PD occurs every Wed. from 3:15 – 4:30	Principal, Assistant Principal Teacher Leaders, Facilitator, teachers	School Budget	Develop document of common language and agreements for writing process	In progress
Implement Common Core Standards with a focus on Writing Standard 1 by using the Lesson Study Model.	7 days scheduled throughout the 2012-2013 school year. Planning for	Principal, Assistant Principal, Teacher Leaders, Facilitator, teachers	School budget 7 Release days provided by Instructional Superintendent	Principal will confirm by classroom observations that teachers are using the continuum of writing, rubrics and writing process.	In progress

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	2013-2014 will happen in Spring 2013.				
Develop a data team structure with consistent expectations and assessment.	Data teams will meet at least twice per month	Principal, Teacher Leaders, Facilitator	School budget	Principal /Asst. Principal/Facilitator participation in data team meetings	In progress
Teachers will instruct students to self-assess and revise their writing.	September-May 2012	Principal, Teacher Leaders, Facilitator, teachers	School budget	Rubrics will be visible throughout the school related to writing and students will be able to identify qualities of writing based on these rubrics.	In progress
Teachers will develop and use common rubrics for scoring student writing samples.	December 2012 through Spring 2013 Revisit rubrics and use for the 2013-2014 school year at the end of the year.	Principal, Facilitator, Teacher Leaders	School budget	Teachers will collect student writing samples scored on the rubrics and share in vertical teams and with Principal and Facilitator.	In progress

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

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Major Improvement Strategy #2

Priority Performance Challenge: The percentage of students scoring Advanced on the reading TCAP decreased from 11% in 2009 and 2010 to 6% in 2012 which was below all other content areas (7% Writing, 46% Math, and 17% Science).

Root Cause(s) Addressed: Differentiation of reading instruction has not been sufficient to move students from Proficient to Advanced.

Major Improvement Strategy #2: Improve reading instruction by developing consistency with guided reading practices.

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)
Increase the amount of direct reading instruction for GT Students and High Readers provided by the GT teacher.	2012-13	HGT Teacher	Increase GT position to .5 School budget	Principal and Facilitator participate in Data team process and identify progress of GT and HGT students	In progress
Staff Professional Development on Guided Reading and differentiated reading instruction utilizing the Lesson Study model	7 days scheduled throughout the 2012-2013 school year. Planning for 2013-2014 will happen in Spring 2013.	Facilitator/Teacher Leaders	School Budget	Documentation of Staff participation in PD and observation of practices in classrooms.	Not begun