cde

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

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8776 School Name: TELLER 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%	-	-	70.28%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	65.73%	-	-	
		W	53.52%	-	-	61.97%	-	-	
		S	47.53%	-	-	39.29%	-	-	
			Median Adequate SGP			Median SGP			
			Elem	MS	HS	Elem	MS	HS	
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.	R	23	-	-	60	-	-	Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	40	-	-	38	-	-	
		W	40	-	-	57	-	-	
		ELP	49	-	-	52	-	-	

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

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

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school 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.

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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	Jessica Downs, Principal
	Email	jessica_downs@dpsk12.org
	Phone	720-424-3560
	Mailing Address	1150 Garfield Street Denver, CO 80206
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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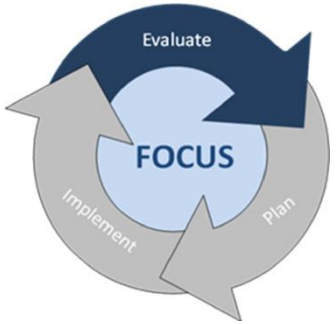
Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



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

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, ***the main intent is to record your school's reflections to help build your data narrative.***

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percentage of students scoring proficient or above in reading will be 74.	The percentage of students scoring proficient or above in reading was 73. We missed our target by 1 point.	Last year's focus was on guided reading. While there was improvement in our median growth percentile, teachers reported that the majority of the focus for guided reading was on emergent and early readers. Specific focus is also needed on transitional and fluent readers in small group guided reading to help propel students into proficiency in 3rd grade.
Academic Growth	Our median growth percentile in reading will be 50 or above.	The overall median growth percentile in reading was 59.5. We exceeded our target by 9.5 points.	
Academic Growth Gaps	Our median growth percentile for males in reading will be 50 or above.	The median growth percentile in reading for males was 59.5.	
Post Secondary	N/A		

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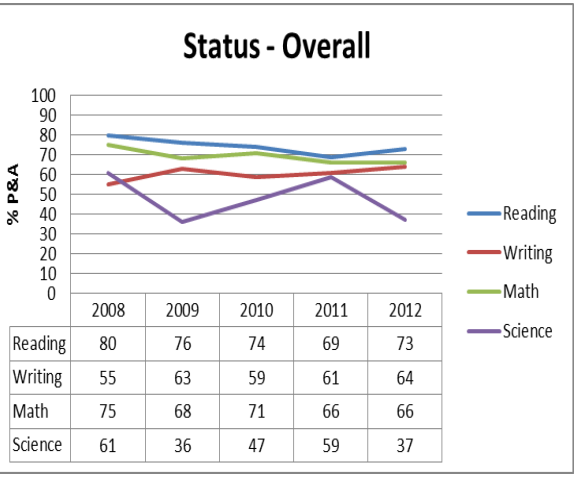
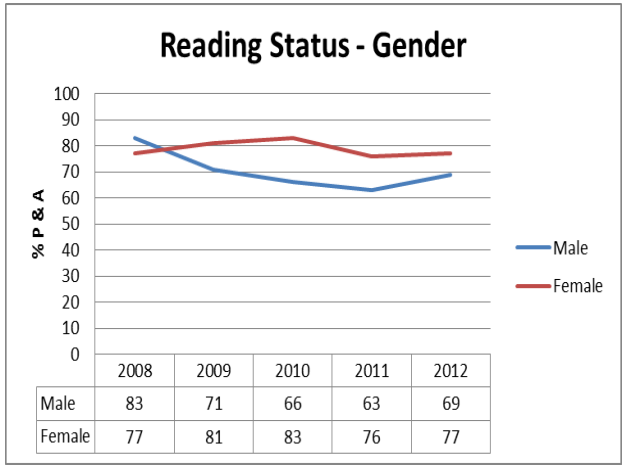
Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Readiness			

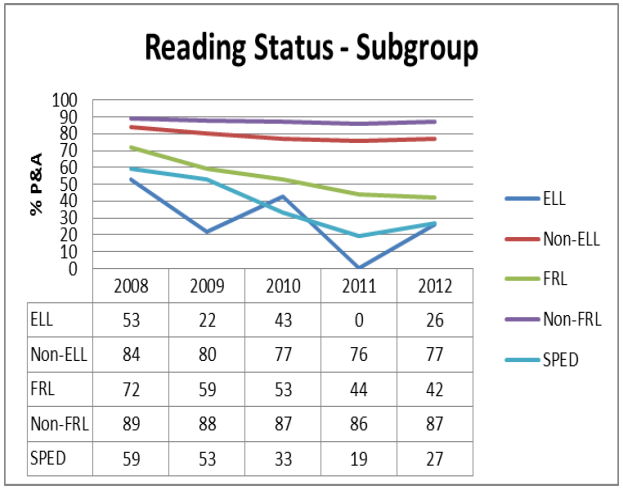
Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	 2008 2009 2010 2011 2012 Reading 80 76 74 69 73 Writing 55 63 59 61 64 Math 75 68 71 66 66 Science 61 36 47 59 37 The percentage of our students scoring proficient or advanced on the reading TCAP/CSAP has decreased from 2008 to 2012 and is above the state's expectation of 72. The percentage of our students scoring proficient or advanced on the writing TCAP/CSAP has increased from 2010 to 2012 and is above the state's expectation of 54. The percentage of our students scoring proficient or advanced	The percentage of our students scoring proficient and advanced on the reading CSAP/TCAP has decreased and then increased from 2008-2012 (80, 76, 74, 69, 73) and is currently just one point above the state's expectation of 72.	We have not identified essential learning goals for our students. We have not mastered a way to identify needs, select strategies, progress monitor, and adjust instruction using best practices for a variety of learners in our core instruction. Classroom and school culture systems of behavior expectations and celebrations are not present consistently or equitably across the school and therefore cut into instructional time for students.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	on the math TCAP/CSAP has remained stable from 2009 to 2012 and is below the state's expectation of 71. The percentage of our students scoring proficient or advanced on the science TCAP/CSAP has decreased and increased from 2008 to 2012 and is below the state's expectation of 48.		
	 2008 2009 2010 2011 2012 Male 83 71 66 63 69 Female 77 81 83 76 77 The percentage of our male students scoring proficient or advanced on the reading TCAP/CSAP has decreased from 2008 to 2012 and is below the state's expectation of 72. The percentage of our female students scoring proficient or advanced on the reading TCAP/CSAP has decreased and increased from 2008 to 2012 and is above the state's expectation of 72.		

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



	2008	2009	2010	2011	2012
ELL	53	22	43	0	26
Non-ELL	84	80	77	76	77
FRL	72	59	53	44	42
Non-FRL	89	88	87	86	87
SPED	59	53	33	19	27

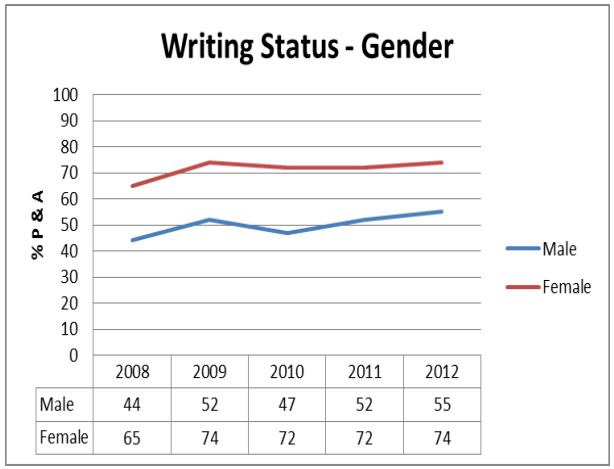
The percentage of our English Language Learners scoring proficient or advanced on the reading TCAP/CSAP has decreased and increased from 2008 to 2012 and is below the state's expectation of 72.

The percentage of our Non-English Language Learners scoring proficient or advanced on the reading TCAP/CSAP has remained stable from 2010 to 2012 and is above the state's expectation of 72.

The percentage of our Free and Reduced Lunch students and our Special Education students scoring proficient or advanced on the reading TCAP/CSAP has decreased from 2008 to 2012 and is below the state's expectation of 72.

The percentage of our Non- Free and Reduced Lunch students scoring proficient or advanced on the reading TCAP/CSAP has

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	remained stable from 2008 to 2012 and is above the state's expectation of 72.		

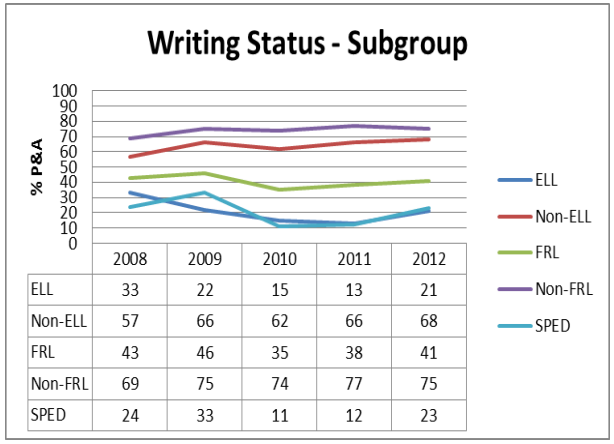


	2008	2009	2010	2011	2012
Male	44	52	47	52	55
Female	65	74	72	72	74

The percentage of our male students scoring proficient or advanced on the writing TCAP/CSAP has increased from 2010 to 2012 and is above the state's expectation of 54.

The percentage of our female students scoring proficient or advanced on the writing TCAP/CSAP has remained stable from 2009 to 2012 and is above the state's expectation of 54.

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



	2008	2009	2010	2011	2012
ELL	33	22	15	13	21
Non-ELL	57	66	62	66	68
FRL	43	46	35	38	41
Non-FRL	69	75	74	77	75
SPED	24	33	11	12	23

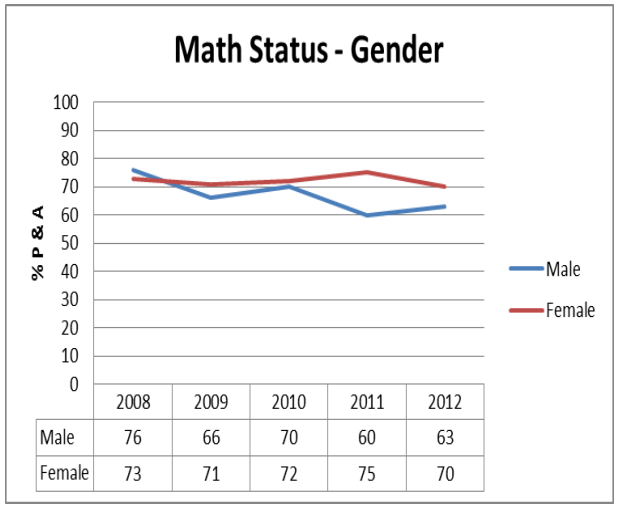
The percentage of our English Language Learners scoring proficient or advanced on the writing TCAP/CSAP has decreased from 2008 to 2012 and is below the state's expectation of 54.

The percentage of our Non-English Language Learners scoring proficient or advanced on the writing TCAP/CSAP has increased from 2010 to 2012 and is above the state's expectation of 54.

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

The percentage of our Non- Free and Reduced Lunch students scoring proficient or advanced on the reading TCAP/CSAP has remained stable from 2008 to 2012 and is above the state's

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	expectation of 54. The percentage of our Non-English Language Learners scoring proficient or advanced on the writing TCAP/CSAP has increased and decreased from 2008 to 2012 and is below the state's expectation of 54.		

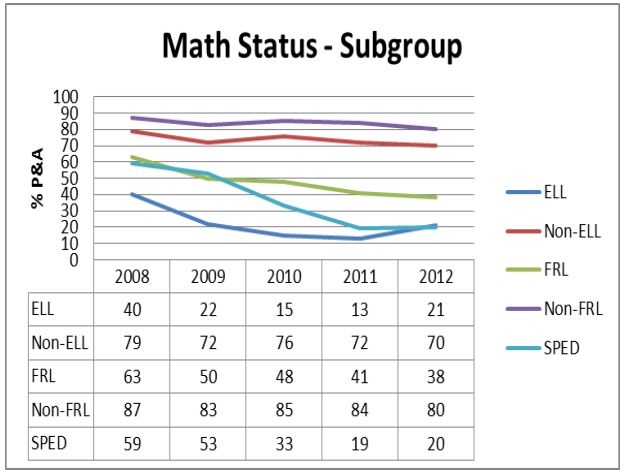


	2008	2009	2010	2011	2012
Male	76	66	70	60	63
Female	73	71	72	75	70

The percentage of our male students scoring proficient or advanced on the math TCAP/CSAP has increased and decreased from 2008 to 2012 and is below the state's expectation of 71.

The percentage of our female students scoring proficient or advanced on the math TCAP/CSAP has remained stable from 2008 to 2012 and is below the state's expectation of 71.

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



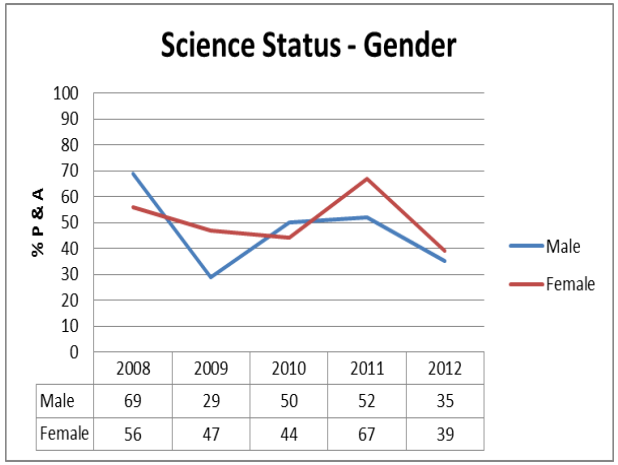
	2008	2009	2010	2011	2012
ELL	40	22	15	13	21
Non-ELL	79	72	76	72	70
FRL	63	50	48	41	38
Non-FRL	87	83	85	84	80
SPED	59	53	33	19	20

The percentage of our English Language Learners scoring proficient or advanced on the math TCAP/CSAP has decreased from 2008 to 2012 and is below the state's expectation of 71.

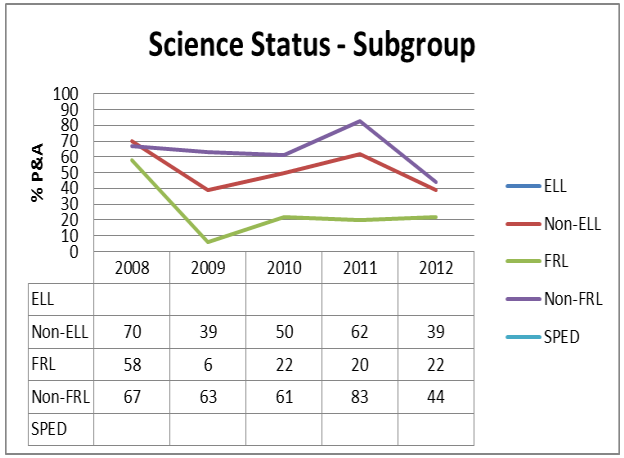
The percentage of our Non-English Language Learners scoring proficient or advanced on the math TCAP/CSAP has decreased from 2008 to 2012 and is below the state's expectation of 71.

The percentage of our Free and Reduced Lunch students scoring proficient or advanced on the math TCAP/CSAP has decreased from 2008 to 2012 and is below the state's expectation of 71.

The percentage of our Non- Free and Reduced Lunch students scoring proficient or advanced on the reading TCAP/CSAP has remained stable from 2008 to 2012 and is above the state's expectation of 71.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of our Non-English Language Learners scoring proficient or advanced on the math TCAP/CSAP has decreased from 2008 to 2012 and is below the state's expectation of 71.		
	 2008 2009 2010 2011 2012 Male 69 29 50 52 35 Female 56 47 44 67 39		
	The percentage of our male students scoring proficient or advanced on the science TCAP/CSAP has increased and decreased from 2008 to 2012 and is below the state's expectation of 48.		
	The percentage of our female students scoring proficient or advanced on the science TCAP/CSAP has has increased and decreased from 2008 to 2012 and is below the state's expectation of 48.		

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

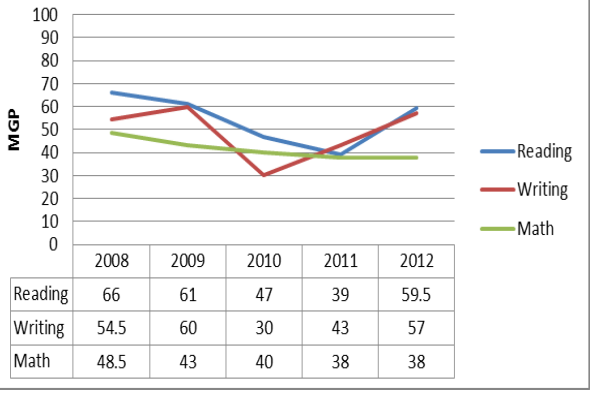


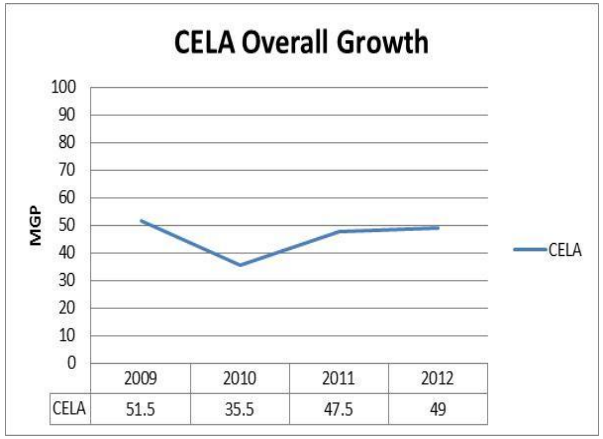
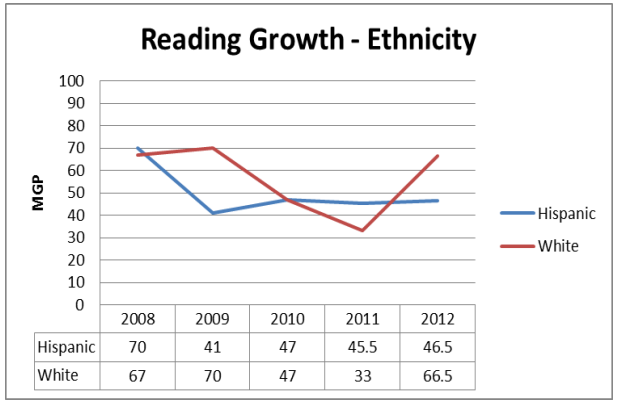
	2008	2009	2010	2011	2012
ELL					
Non-ELL	70	39	50	62	39
FRL	58	6	22	20	22
Non-FRL	67	63	61	83	44
SPED					

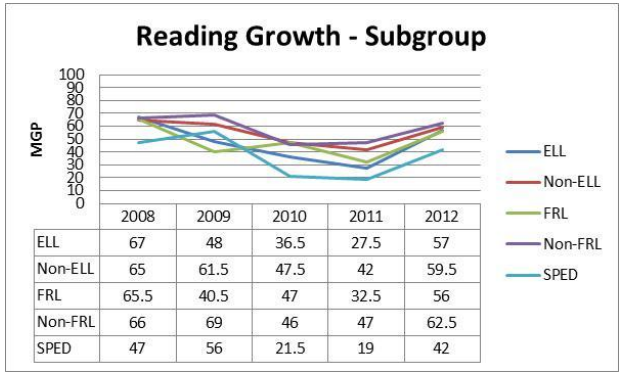
The percentage of our Non-English Language Learners scoring proficient or advanced on the science TCAP/CSAP has increased and decreased from 2008 to 2012 and is below the state's expectation of 48.

The percentage of our Free and Reduced Lunch students scoring proficient or advanced on the science TCAP/CSAP has remained stable from 2010 to 2012 and is below the state's expectation of 48.

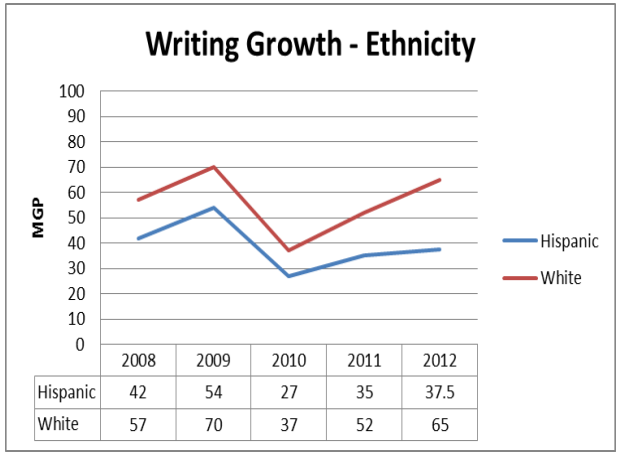
The percentage of our Non- Free and Reduced Lunch students scoring proficient or advanced on the science TCAP/CSAP has decreased from 2008 to 2012 and is above the state's expectation of 48.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	 2008 2009 2010 2011 2012 Reading 66 61 47 39 59.5 Writing 54.5 60 30 43 57 Math 48.5 43 40 38 38 The median growth percentile for our students on the reading TCAP/CSAP has decreased from 2008 to 2012 and is above the state's median of 50. The median growth percentile for our students on the writing TCAP/CSAP has increased from 2010 to 2012 and is above the state's median of 50. The median growth percentile for our students on the math TCAP/CSAP has decreased from 2008 to 2012 and is below the state's median of 50.	The median growth percentile for our students on the reading CSAP/TCAP has decreased and then increased from 2008-2012 (66, 61, 47, 39, 59.5) and has dropped below the state's median of 50 twice in the last five years.	We have not identified essential learning goals for our students. We have not mastered a way to identify needs, select strategies, progress monitor, and adjust instruction using best practices for a variety of learners in our core instruction. Classroom and school culture systems of behavior expectations and celebrations are not present consistently or equitably across the school and therefore cut into instructional time for students.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 2009 2010 2011 2012 CELA 51.5 35.5 47.5 49 The overall median growth percentile for students on the CELA has increased from 2010-2012 and is equal to the adequate growth percentile of 49.		
Academic Growth Gaps	 2008 2009 2010 2011 2012 Hispanic 70 41 47 45.5 46.5 White 67 70 47 33 66.5	The median growth percentile for our English Language Learners on the reading TCAP/CSAP has decreased and then increased from 2008-2012 (67, 48, 36.5, 27.5, 57) and has dropped below the state's median of 50 three times in the last	We have not identified essential learning goals for our students. We have not mastered a way to identify needs, select strategies, progress monitor, and adjust instruction using best practices for a variety of learners in our core instruction. Classroom and school culture systems of behavior expectations and celebrations are not present consistently or equitably across the school and therefore cut into instructional time for students.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The median growth percentile for our Hispanic students on the reading TCAP/CSAP has remained stable from 2010 to 2012 and is below the state's median of 50. The median growth percentile on the reading TCAP/CSAP for our white students has increased and decreased from 2008 to 2012 and is above the state's median of 50.	five years.	
	 2008 2009 2010 2011 2012 ELL 67 48 36.5 27.5 57 Non-ELL 65 61.5 47.5 42 59.5 FRL 65.5 40.5 47 32.5 56 Non-FRL 66 69 46 47 62.5 SPED 47 56 21.5 19 42 The median growth percentiles for our English Language Learners, Non-English Language Learners, Free and Reduced Lunch students, and Non-Free and Reduced Lunch students on the reading TCAP/CSAP has decreased and increased from 2008 to 2012 and are above the state's median of 50. The median growth percentile for our Special Education students on the reading TCAP/CSAP has decreased and increased from 2008 to 2012 and is below the state's median of 50.		

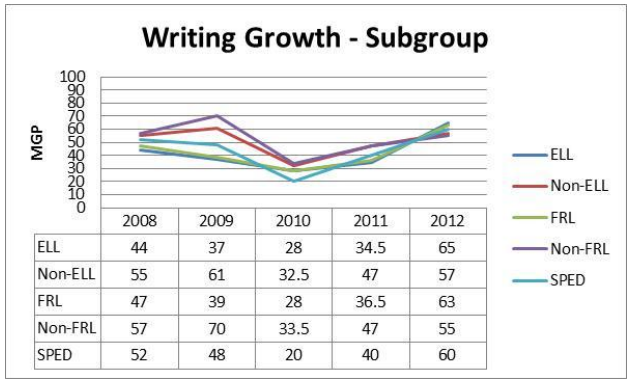
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes



	2008	2009	2010	2011	2012
Hispanic	42	54	27	35	37.5
White	57	70	37	52	65

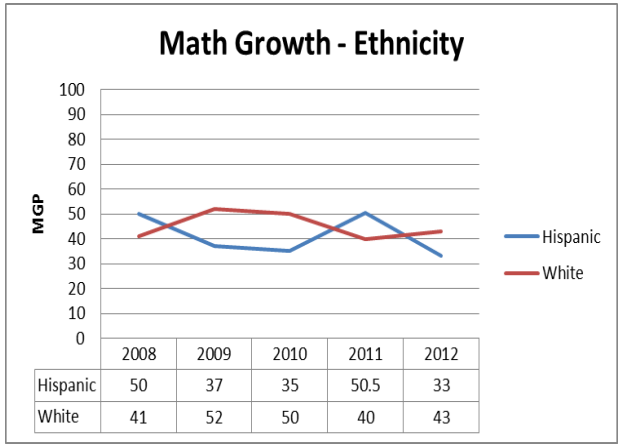
The median growth percentile for our Hispanic students on the writing TCAP/CSAP has increased from 2010 to 2012 and is below the state's median of 50.

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



	2008	2009	2010	2011	2012
ELL	44	37	28	34.5	65
Non-ELL	55	61	32.5	47	57
FRL	47	39	28	36.5	63
Non-FRL	57	70	33.5	47	55
SPED	52	48	20	40	60

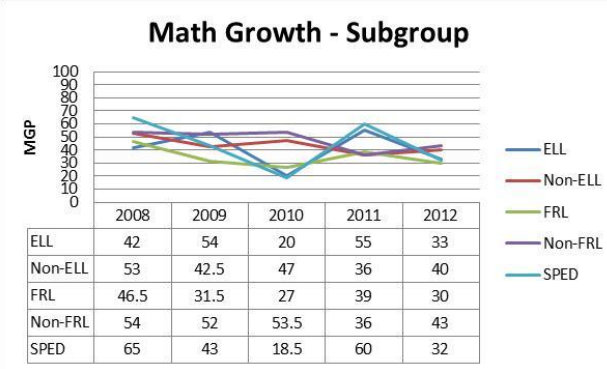
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The median growth percentiles for our English Language Learners, Non-English Language Learners, Free and Reduced Lunch students, Non-Free and Reduced Lunch students, and our Special Education students on the writing TCAP/CSAP have decreased and increased from 2008 to 2012 and are above the state's median of 50.		



	2008	2009	2010	2011	2012
Hispanic	50	37	35	50.5	33
White	41	52	50	40	43

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

The median growth percentile for our white students on the math TCAP/CSAP has decreased from 2009 to 2012 and is below 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
	 2008 2009 2010 2011 2012 ELL 42 54 20 55 33 Non-ELL 53 42.5 47 36 40 FRL 46.5 31.5 27 39 30 Non-FRL 54 52 53.5 36 43 SPED 65 43 18.5 60 32 The median growth percentile for our English Language Learners on the math TCAP/CSAP has decreased and increased from 2008 to 2012 and are below the state's median of 50. The median growth percentile for our Non-English Language Learners on the math TCAP/CSAP has decreased from 2010 to 2012 and is below the state's median of 50. The median growth percentile for our Free and Reduced Lunch, Non-Free and Reduced Lunch, and Special Education students on the math TCAP/CSAP has increased and decreased from 2008 to 2012 and is below the state's median of 50.		
Post Secondary & Workforce Readiness	N/A		

Data Narrative for School

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

Data Narrative for School

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

Narrative:

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.)

Teller Elementary School is located in the Congress Park Neighborhood of Denver. The school serves neighborhood students from ECE age 4 to fifth grade. The school is also a magnet school for identified highly gifted and talented students from DPS using an integrated and differentiated model of instruction.

According to the Basic School Data Snapshot, enrollment at Teller has increased significantly in the last five years from 288 students in 2008 to 468 currently in 2012. The data also shows a large change in Teller's student population. In 2008, 53% of Teller students received free and reduced lunch. In 2012, that number is only 34% of Teller's currently population today in 2012. Teller's demographics also represent a shift in the student body. Compared to 2008, Teller's minority population of 46% fell dramatically to 28% split 2/3 Hispanic and 1/3 African American.

Teller's three-year data story from 2008 to the current shows a trend of falling academic achievement in the last three years in all areas with slight trends up in the last year in reading and writing. Writing has remained mostly flat with a slight increase in status from 2008 at 55% proficient and advanced to 64% proficient and advanced in 2012. Math has shown a continuous drop in status starting at 75% proficient and advanced in 2008 and leveling off at 66% proficient and advanced in 2011 and 2012. The median growth percentile also shows a decline. In reading and writing, Teller's Median Growth percentile fell dramatically in 2010 to show a slight incline in growth in 2012 to reach the 59.5% in

reading and the 57% in writing. Teller's math median growth percentile however has continuously declined from the 60% in 2008 and decreasing continually leveling off at the 38% in 2012. Currently, Teller's median growth percentile in reading is 59.5%, writing is 57% and math is 38%. The DPS School Performance Framework (SPF) from 2012 indicates that Teller Elementary is Accredited On Watch (yellow status). On the 2011-2012 SPF, the school earned 66 of 146 possible points.

To develop the current UIP the entire Teller staff and School Leadership Team (SLT) met four different times from August 23, 2012 to September 28, 2012 to discuss, and analyze the data trends from the CSAP/TCAP data from 2008 to 2012. The entire staff is composed of two ECE teachers, three kindergarten teachers, three 1st grade teachers, three 2nd grade teacher, three 3rd grade teacher, three 4th grade teacher, three 5th grade teacher, three special education teachers, 1.6 interventionists, a teacher effectiveness coach, one English language development teachers, two administrative assistants, and the principal. The SLT includes a representative from kindergarten, second grade, fifth grade, the humanities facilitator, a specials/union representative, and the principal. The following protocol was used to create a data driven dialogue for staff members:

1. Predict: What will our data tell us?
2. Explore and Observe: What will our data actually say?
3. Explain: Why do we have these results?
4. Take Action: What will we do next based on our actions?

The SLT identified the priority performance challenges by analyzing the data in academic achievement, growth, and growth gaps. The SLT used the REAL criteria to narrow the focus to academic achievement and growth in reading and to close the growth gap for English language Learners (ELLs). The entire staff then generated explanations of why Teller was not increasing in status and growth in reading, and not closing the growth gap for our ELLs. The SLT then looked at the staff's explanations, and then narrowed the root cause down to two explanations using a "why" protocol. The action plan is based on improving the following:

1. In order to increase the percentage of students scoring proficient or advanced on TCAP at Teller Elementary, teachers will identify and define essential learning goals for whole group and small group reading instruction through backwards planning.
2. In order to increase the growth of every student in reading at Teller Elementary, teachers will master instructional processes to identify needs, select strategies, progress monitor, and adjust instruction using best practices for a variety of learners in our core instruction.
3. In order to close the growth gap for students, teachers will address a variety of learners needs through classroom management techniques, school wide behavior expectations and systems that are consistent and increase instructional time for all students.

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 are approaching from status, meeting in growth, and approaching in growth gaps. The table below indicates specific information around last year's targets:

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, ***the main intent is to record your school's reflections to help build your data narrative.***

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percentage of students scoring proficient or above in reading will be 74.	The percentage of students scoring proficient or above in reading was 73. We missed our target by 1 point.	Last year's focus was on Guided Reading. While there was improvement in our median growth percentile, teacher reported that the majority of the focus for guided reading was on emergent and early readers. Specific focus is also needed on transitional and fluent readers in small group guided reading to help propel students into proficiency in 3rd grade.
Academic Growth	Our median growth percentile in reading will be 50 or above.	The overall median growth percentile in reading was 59.5. We exceeded our target by 9.5 points.	
Academic Growth Gaps	Our median growth percentile for males in reading will be 50 or above.	The median growth percentile in reading for males was 59.5.	
Post Secondary	N/A		

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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 some of the following trends:

- The median growth percentile for our students on the math TCAP/CSAP decreased from 60 to 38 from 2008 to 2012.
- The median growth percentile for our English Language Learners on the math TCAP/CSAP decreased from 50 to 33 from 2008 to 2012.
- The median growth percentile for our special education students on the writing TCAP/CSAP increased from 37 to 65 from 2010 to 2012.
- The percentage of student in 5th grade who scored at or above proficiency declined from 81 to 50 between 2008 and 2012.

For a complete list of trends, please refer to the trends column on the data analysis worksheet.

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 7, 2012, the School Leadership Team (SLT) examined a visual representation (see below) of our trends data across content areas and subgroups. We captured our observations, applied the REAL criteria, and agreed upon the following priority performance challenges:

Status:

The percentage of our students scoring proficient and advanced on the reading CSAP/TCAP has decreased and then increased from 2008-2012 (80, 76, 74, 69, 73) and is currently just 1.4 points above the state expectation.

Growth:

The median growth percentile for our students on the reading CSAP/TCAP has decreased and then increased from 2008-2012 (66, 61, 47, 39, 59.5) and has dropped below the state's median of 50 twice in the last five years.

Growth Gaps

The median growth percentile for our English Language Learners on the reading TCAP/CSAP has decreased and then increased from 2008-2012 (67, 48, 36.5, 27.5, 57) and has dropped below the state's median of 50 three times in the last five years.

	Reading				Writing				Math				Science			
	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend
Overall	73	→	59.5	→	64	↑	57	→	66	↓	38	↓	37	incon		
Grade K																
Grade 1																
Grade 2																
Grade 3	78	→			62	→			72	→						
Grade 4	74	→	67	↓	70	↑	74	→	72	→	43	↓				
Grade 5	63	↓	46	→	59	→	37	→	50	↓	29.5		37	incon		
Grade 6																
Grade 7																
Grade 8																
Asian/Pacific Islander																
Black	38				31				25				25			
Hispanic	52		46.5	→	40		37.5	↓	44		33	↓	21			
White	84		66.5	→	77		65	↑	79		43	↓	48			
Male	69	↓			55	↑			63	→			35	↓		
Female	77	→			74	→			70	→			39	↓		
FRL	42	↓	56	↓	41	→	63	↑	38	↓	30	→	22	→		
Non-FRL	87	→	62.5	→	75	→	55	↑	80	→	43	↓	44	↓		
ELL	26	incon	57	↓	21	→	65	↑	21	→	33	incon				
Exited ELL																
Non-ELL	77	→	59.5	↓	68	→	57	↑	70	→	40	↓	39	incon		
SPED	27	↓	42	↓	23	→	60	↑	20	↓	32	incon	0	↓		
Non-SPED	80	→	61	→	71	↑	57	↑	74	→	40	→	47	incon		

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 14, 2012. We presented the priority performance challenges and generated all possible explanations for status, growth, and growth gaps. We then took explanations that we could not control or were not supported by data. We consolidated and the 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:

- We do not have an effective system for meeting the needs of a wide spectrum of students (HG –GT-Typical-MI)
- Teachers do not have knowledge of ability to implement effective research-based interventions.
- Lack of discipline and structure, consistent expectations.
- School culture – things were "loosey goosey."
- Students are pulled for too many type of interventions; too much class time missed.

The SLT then convened on October 8, 2012 to begin prioritize the remaining items and to examine "why." The following root causes were identified:

We have not identified essential learning goals for our students.

We have not mastered a way to identify needs, select strategies, progress monitor, and adjust instruction using best practices for a variety of learners in our core instruction.

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

Subsequently, the principal identified through anecdotal data an additional root cause:

Classroom and school culture systems of behavior expectations and celebrations are not present consistently or equitably across the school and therefore cut into instructional time for students.

ONGOING

Interim Measures

(For each interim measure you identified in the Action Plan, examine and describe results. Indicate next steps that will happen as a result of examining this data, and make any relevant changes to your action plan.

At a minimum, consider the following points in the year for review of data based on availability of results:

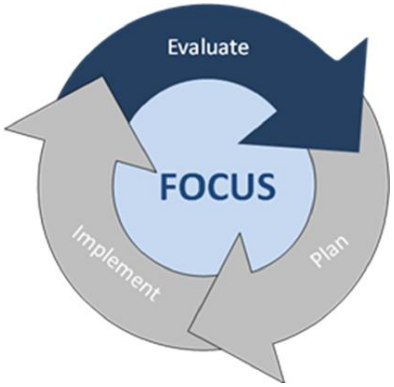
January: STAR, Math Interim, Reading Interim (optional), CBLA data, additional informal data

April: CELA, additional informal data

May: third grade TCAP, CoAlt, STAR, Math Interim, Reading Interim, Writing interim, CBLA data, additional informal data

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.

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

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 our students scoring proficient and advanced on the reading CSAP/TCAP has decreased and then increased from 2008-2012 (80, 76, 74, 69, 73) and is currently just 1 point above the state expectation.	The percentage of our students scoring proficient or advanced on the reading TCAP will be 79.	The percentage of our students scoring proficient or advanced on the reading TCAP will be 84.	DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of students making at least one year's worth of growth as per DRA2/EDL2 guidelines. STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and	Identify and communicate essential learning goals for our students. Identify needs, select strategies, progress monitor, and adjust instruction using best practices for a variety of learners in our core instruction.

						May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines. Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		M					
		W					
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	The median growth percentile for our students on the reading CSAP/TCAP has decreased and then increased from 2008-2012 (66, 61, 47, 39, 59.5) and has dropped below the state's median of 50 twice in the last five years.	The median growth percentile for our students on the reading TCAP will be 65.	The median growth percentile for our students on the reading TCAP will be 65.	DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of	Identify and communicate essential learning goals for our students. Identify needs, select strategies, progress monitor, and adjust instruction using best practices for a variety of learners in our core instruction.

						students making at least one year's worth of growth as per DRA2/EDL2 guidelines. STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines. Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		M					
		W					
		ELP					
Academic	Median	R	The median growth	The median growth	The median growth	DRA2/EDL2 baseline data	Identify and communicate

Growth Gaps	Student Growth Percentile		percentile for our English Language Learners on the reading TCAP/CSAP has decreased and then increased from 2008-2012 (67, 48, 36.5, 27.5, 57) and has dropped below the state's median of 50 three times in the last five years.	percentile for our English Language Learners on the reading TCAP will be 62.	percentile for our English Language Learners on the reading TCAP will be 65.	will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of students making at least one year's worth of growth as per DRA2/EDL2 guidelines. STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of English Language Learners making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines.	essential learning goals for our students. Identify needs, select strategies, progress monitor, and adjust instruction using best practices for a variety of learners in our core instruction.

						Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

cde

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

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: We will identify and define essential learning goals for whole group and small group reading instruction through backwards planning.

Root Cause(s) Addressed: We have not identified essential learning goals for our students.

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

☑ School Plan under State Accountability ☐ Title I Schoolwide or Targeted Assistance plan requirements ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	**Timeline** (2012-13 and 2013-2014)	**Key Personnel***	**Resources** (Amount and Source: federal, state, and/or local)	**Implementation Benchmarks**	**Status of Action Step*** (e.g., completed, in progress, not begun)
Professional develop to familiarize ourselves with the Common Core State Standards, to understand instructional shifts, and to understand the emphasis on the following: • Academic language needs for all students • Focus on critical thinking and synthesis in teaching and learning • Close reading vs. reading for content • Content/language objectives • Definitions of proficiency	August 2012 and ongoing references in each professional development	TEC Teacher Leaders Principal	Common Core State Standards	Classroom observations to capture evidence of content/language objectives and increasing quality in 100% of classrooms will be complete as evidenced by observation notes.	In progress
Classroom observation to capture baseline evidence of content/language objectives.	Monthly ongoing	TEC, Facilitator	Observation forms	Results will be recorded and reported out to staff as evidenced by UIP tracker.	In progress
Match Common Core State Standards to essential	2012-13 School Year	TEC	CCSS	CCSS will be matched	Not Started: Will

learnings in the Denver Planning Guides and determine which essential learnings and big ideas we will emphasize.	2013-14 School Year	Humanities Facilitator Principal Teacher Leaders	Denver Literacy Planning Guides Professional Release substitutes Backwards Planning Protocols	to essential learnings as evidenced by data team notes.	begin first backwards planning session on October 23/November 1st.
Teachers will examine literacy trajectories focused on Academic Language across K-5 Common Core State Standards for literacy in vertical teams. • This work will include identifying common threads and how expectations change from one grade level to another in order to increase rigor. • This work will also include closely examining definitions of proficiency at each grade level. • This work will also include closely examining skills necessary for student proficiency at each grade level as outlined by STAR and CCSS • This work includes identifying power standards in the CCSS. (RL1, RL3, RI1, RI3, RI4, RL4) Once every six weeks, teachers will work in vertical teams to examine literacy standards in order to build a conceptual understanding of what is expected throughout each grade level.	2012-13 School Year every six weeks	Teacher Leaders TEC Principal Humanities Facilitator	*Common Core State Standards for Literacy and Language Arts *Pathways to the Common Core by Lucy Caulkins, Mary Ehrenworth, and Christopher Lehman *Teacher Leader Academy (Literacy Strand)	100% of teachers will have examined vertical literacy trajectories as evidenced by meeting notes.	In progress: Teacher Leaders attended CCSS literacy sessions in June, July, September and October In Progress: Whole-staff vertical Professional Development beginning on October 2nd with an initial launch on August 22, 2012.
Teachers will compose and analyze rigorous Content Language Objectives connected to the CCSS through professional development and peer review.	2012-13 School Year	Whole Staff/Grade level Teams Teacher Leaders	*CCSS *Teacher Leader Academy professional development	*Percentage of CLO present will be measured throughout the year for implementation.	PD throughout the year starting in October. Backwards

		TEC Humanities Facilitator Principal Peer Observation Protocols based on LEAP	literacy PCK *Resources from TLA 2011-12, specifically book: Rigor is not a four letter word by Barbara R. Blackburn *Learning Labs *Professional Development substitute time	*Principal walkthrough *Peer review using Peer Observation Protocol based on LEAP *Professional sharing of successful CLO's	planning of units at least twice: once in the fall and once in the spring. Learning Labs: December, Febrauary, April
Common agreements on lesson planning	2013-2014	Principal, TEC		Common agreements will be documented.	Not begun

* 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: We will implement data cycles to select strategies, progress monitor and adjust instruction using best practices for a variety of learners in our core instruction.
Root Cause(s) Addressed: We have not mastered a way to identify needs, select strategies, progress monitor, and adjust instruction using best practices for a variety of learners in our core instruction.

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)
Establish Collaborative Grade Level teams with the following components: • Identification of essential learning goals, expectations. • Pre- and Post-Assessments • Common grade level rubrics • Data and Student Response Analysis • Identification of student needs and instructional strategies for specific groups of students • SMART goals • Backwards Design Lesson Planning aligning STAR, CCSS and the Denver Literacy Guide • Progress Monitoring tools • Ongoing Analysis of student work • Intentional student groupings • Ongoing academically focused descriptive feedback to students • Reflection on student growth	2012-2013 Weekly during the school year	School Leaders Teacher Leaders	*_Driven by Data_ by Bambrick-Santoyo *_Leverage Leadership_ by Bambrick-Santoyo *Common Core State Standards for Literacy and Math	100% of classroom teachers will engage in weekly data team conversations as evidence by facilitation notes.	In progress

• Data displays					
Through professional development and book study, teachers will define rigor and will utilize their knowledge of rigor to consistently offer opportunities for students to engage in higher level thinking. Teachers will have opportunities to engage in peer observation and/or learning labs with a focus on rigor.	2012-13 School year Professional Development weekly Weekly collaborative team discussion with student work to compare and contrast student progress in grade levels. Peer Observation Protocols using LEAP-monthly	Principal TEC Humanities Facilitator Teacher Leaders	Rigor is Not a Four Letter Word by Barbara R. Blackburn TEC led professional development tied to Rigor and DPS PCK from 2011-12 school year Professional release time CCSS DPS Framework for Effective Teaching DPS Guided reading Best Practices Documents	100% of teachers will engage in professional development as evidenced by teacher sign-in sheets. Evidence of rigor will be observed using walkthrough tool to measure a percentage increase in Blooms/PISA levels exhibited in CLO's for 100% of teachers.	In progress
Walkthroughs to observe evidence of rigor.	Monthly 2012-2013	Principal and Instructional Team	Observation tool	Evidence of rigor will be observed using walkthrough tool to measure a percentage increase in Blooms/PISA levels exhibited in CLO's for 100% of teachers.	In progress

TEC will provide specific coaching in grades 3,4,5 around small group differentiation and instruction in reading. **3-5** Word study, standards and analysis of text, questioning to promote higher-order thinking, accountable talk, Guided Writing and use of claims and evidence. (How to support students' transfer of book discussions into proficient written analysis of text). The outcome of these sessions is to develop teachers' understanding of how to use effective strategies to accelerate students' growth as readers so they meet grade level and above expectations. School leaders will meet with individual teachers for 30 minutes at the beginning of each Data Team cycle to analyze student data in relation to instructional strategies.	Weekly on Thursdays	TEC Principal Teachers	Teacher Leader modeling/sharing teaching practices CCSS *Fountas and Pinnel's *Continuum of Literacy Learning* *DPS Best Practices and Look Fors in Guided reading DPS LEAP Framework for Effective Teaching	Reading will be observed in all classrooms as evidenced by observation notes. Teachers will actively use their lesson plans during guided reading instruction (observable). Peer observations and walkthroughs with learning teams and district personnel will be used as mechanisms for providing specific feedback to teachers regarding implementation of best practices related to Guided reading. School leaders and teachers will provide feedback about observable teacher and student behaviors that demonstrate evidence of rigor and acceleration. TEC will facilitate grade level coaching cycles related to Guided reading.	In progress: Ongoing professional development and coaching led by TEC In progress starting in October: TEC-led coaching cycles in 3-5. Monthly walkthroughs will take place with Instructional Superintendent, School Leaders, and TEC.
Humanities Facilitator will provide specific coaching in grades K, 1, 2 around Guided reading group differentiation and instruction in reading.	Weekly on Thursdays	Humanities Facilitator Principal	Teacher Leader modeling/sharing teaching practices	Reading will be observed in all classrooms.	In progress: Ongoing professional

K-2 Data analysis using running records, word study, documenting and assessing student reading behaviors, discussion questions, and Guided Writing (how to support students' transfer of book discussions into proficient written analysis of text). The outcome of these sessions is to develop teachers' understanding of how to use effective strategies to accelerate students' growth as readers so they meet grade level and above expectations.		Teachers	**The Next Step in Guided reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson CCSS *Fountas and Pinnel's *Continuum of Literacy Learning* *DPS Best Practices and Look Fors in Guided reading DPS LEAP Framework for Effective Teaching	Teachers will actively use their lesson plans during guided reading instruction (observable). Peer observations and walkthroughs with learning teams and district personnel will be used as mechanisms for providing specific feedback to teachers regarding implementation of best practices related to Guided reading. School leaders and teachers will provide feedback about observable teacher and student behaviors that demonstrate evidence of rigor and acceleration. TEC will facilitate grade level coaching cycles related to Guided reading.	development and coaching led by TEC In progress starting in October: TEC-led coaching cycles in 3-5. Not started: Monthly walkthroughs will take place with Instructional Superintendent, School Leaders, and TEC.

Major Improvement Strategy #3: _Teachers will address a variety of learners needs through classroom management techniques, school wide behavior expectations and systems that are consistent and increase instructional time for all students.
Root Cause(s) Addressed:

Classroom and school culture systems of behavior expectations and celebrations are not present consistently or equitably across the school and therefore cut into instructional time for students.

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

☑ School Plan under State Accountability ☐ Title I Schoolwide or Targeted Assistance plan requirements ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Training will be provided to all school personnel in No Nonsense Nurturing • This training will align school personnel in a common language with students	2012-13 2013-14 October 16th November 16th January 2013	TEC	District Wide NNN trainings Non-student contact day	100% of staff will be trained as evidenced by an attendee sign-in sheet	In progress
Real Time Coaching will be provided for teachers implementing No Nonsense Nurturing to build high competency in grade levels of the system.	Three coaching cycles 2012-13 Coaching cycles will occur in: • November • February • April Three coaching cycles 2013-14	TEC	Professional release time for pre/post observation feedback Radio system for providing real time feedback	Student time on task will be measured for 100% of classrooms implementing No Nonsense Nurturing as evidenced by an observation tool. Comparison of office referrals/events before culture plan and after culture plan will be measured for 100% of classrooms	Not begun

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				implementing No Nonsense Nurturing as evidenced by office referral sheets. Parent satisfaction will be measured by surveying100% of parents of students in all classrooms.	
Teller will create and implement a school wide culture agreement to support increased student engagement in the classroom. • The culture agreement will include developing a system for celebrating academic success and asset based conversations about kids. • The culture agreement will outline expected behaviors for students and staff including attendance celebrations and consequences • The culture agreement will develop a school wide discipline ladder. • The culture agreement will outline a school-wide shared language and actions for consequences for student behavior.	2012-13 2013-14 Monthly meetings starting in January.	TEC Principal Culture Club (Committee involved in developing agreement) SLT CSC	District Wide NNN training Professional Release Time Culture Club	Student time on task will be measured for 100% of classrooms implementing No Nonsense Nurturing as evidenced by an observation tool. Comparison of office referrals/events before culture plan and after culture plan will be measured for 100% of classrooms implementing No Nonsense Nurturing as evidenced by office referral sheets. Parent satisfaction will be measured by surveying100% of parents of students in all classrooms.	Not begun

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)