

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8888 School Name: TRAYLOR ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	72.05%	-	-	62.35%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	61.77%	-	-	
		W	54.84%	-	-	54%	-	-	
		S	45.36%	-	-	26.12%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	38	-	-	45	-	-	
		M	52	-	-	45	-	-	
		W	41	-	-	48	-	-	
ELP	45	-	-	57	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

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

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No.
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No.
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.	No.

Improvement Plan Information

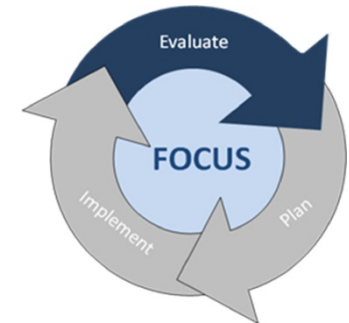
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Shayley Olson, Principal
	Email	Shayley_Olson@dpsk12.org
	Phone	720-424-3480
	Mailing Address	2900 S Ivan Way, Denver, CO 80227
-		
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading – 69% Proficient/Advanced	Reading - 64% Proficient/Advanced (Target: Not Met. Within 5% of Target)	Neither target was met in our “Status” Targets, though our school was within 5% of meeting them. Our Third and Fifth grade status scores in Reading declined from 2011 to 2012. Third Grade Reading scores decreased 8% and Fifth Grade Reading scores decreased 3%. In our work during the 2011-12 school year, our Fourth Grade teachers were leaders in implementing consistent guided reading. Other grade levels did not have the same level of support or commitment in that strategy which may have contributed to the lack of improvement in reading.
	Math – 68% Proficient/Advanced	Math – 63% Proficient/Advanced (Target: Not Met. Within 5% of Target)	
	Writing Targets were not set in last year’s plan	Writing Targets were not set in last year’s plan	
Academic Growth			
Academic Growth Gaps			In Math, Fifth Grade showed a 12% decline and Fourth Grade showed a 3% decline. Third Grade

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Post Secondary Readiness			increased by 8% from 2011 to 2012. We need to provide more collaborative structures for sharing positive math practices from grade to grade. Similarly, we need to have more teacher leadership opportunities in mathematics in our school.

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>Reading: For all grade levels tested on CSAP Reading, we saw a moderate increase in 2011 after a two year decline in reading, and 1% decline in 2012. (2010- 59% P or A, 2011- 64% P or A, 2012 63% P or A)</p> <p>Special Education Students had a 2 year negative trend in reading, with an increase in 2012. (2010 – 22% (P and A), 2011 – 13% (P and A), 2012 – 19% (P and A))</p> <p>ELL Students have shown a two year negative trend in 2011 and 2012 after an increase in 2010. (2010 – 43% P or A, 2011 – 33% P or A, 2012 – 32% P or A)</p> <p>Non- ELL students showed an increase and then a slight decline over the past three years. (2010- 61% P or A, 2011 – 70% P or A, 2012 – 68% P or A)</p>	<p>Our gaps are increasing or (remaining significant) between special education and non-special education students AND ELL and non-ELL students (See trend data.)</p>	<p>Inconsistent application of resources, PD, and targeted instructional approaches for all students. * ROOT CAUSE*</p>
	<p>Math: For all grade levels tested on CSAP Math, we saw a decline in 2012 after a moderate increase in proficiency</p>	<p>Our gaps are increasing or (remaining significant)</p>	<p>Inconsistent application of resources, PD, and targeted</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>in 2011. (2010- 61% P or A, 2011- 63% P or A, 2012 – 60%) Special Education Students have a 3 year negative trend in mathematics. (2010 – 32% (P and A), 2011 – 29% (P and A), 2012- 27% (P and A))</p> <p>Our non-special education students, had shown a slight increase in 2011, followed by a slight decline in 2012. (2010 – 66% (P and A), 2011 – 68% (P and A), 2012 – 64% (P and A))</p> <p>ELL Students have shown a two year negative trend in 2011 and 2012 after an increase in 2010. (2010 – 52% P or A, 2011 – 41% P or A, 2012 – 37% P or A) Non- ELL students showed an increase and then a slight decline over the past three years. (2010- 63% P or A, 2011 – 66% P or A, 2012 – 63% P or A)</p>	<p>between special education and non-special education students AND ELL and non-ELL students (See trend data.)</p>	<p>instructional approaches for all students. * ROOT CAUSE*</p>
	<p>Writing: For all grade levels tested on CSAP Writing, we saw an initial sharp decline in 2010 followed by an increase in proficiency in 2011 that regained that previous loss. In 2012, we saw a slight decline again. (2010- 48% P or A, 2011- 57% P or A, and 2012 – 54% P or A) Special Education Students have a 3 year negative trend in writing. (2010 – 18% (P and A), 2011 – 16% (P and A), 7% (P and A))</p>	<p>Our gaps are increasing or (remaining significant) between special education and non-special education students AND ELL and non-ELL students (See trend data.)</p>	<p>Inconsistent application of resources, PD, and targeted instructional approaches for all students. * ROOT CAUSE*</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Our non-special education students, however, saw a 1 year positive trend in 2011, followed in 2012 by a slight decline. (2010 – 53% (P and A), 2011 – 62% (P and A), and 2012 – 59% (P and A))</p> <p>ELL Students have showed a significant decline in 2010, followed by two years of a positive increase in 2011 and 2012. (2010 – 17% P or A, 2011 – 24% P or A, 2012 – 32% P or A)</p> <p>Non- ELL students showed an increase and then a slight decline over the past three years. (2010- 55% P or A, 2011 – 63% P or A, 2012 – 56% P or A)</p>		
Academic Growth	<p>Reading: Overall, our Median Growth Percentile showed a decline from a 49 MGP in 2011 to a 39 MGP in 2012. (District determined MGP)</p>	<p>Our gaps are increasing or (remaining significant) between special education and non-special education students AND ELL and non-ELL students (See trend data.)</p>	<p>Inconsistent application of resources, PD, and targeted instructional approaches for all students. * ROOT CAUSE*</p>
	<p>Math: Overall, our MGP declined significantly from a 48 MGP in 2011 to 39 MGP in 2012. (District determined MGP)</p>	<p>Our gaps are increasing or (remaining significant) between special education and non-special education students AND ELL and</p>	<p>Inconsistent application of resources, PD, and targeted instructional approaches for all students. * ROOT CAUSE*</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		non-ELL students (See trend data.)	
	Writing: Overall, our Median Growth Percentile showed a slight increase in Writing from a 45 MGP in 2011 to a 47 MGP in 2012. (District determined MGP)Di	Our gaps are increasing or (remaining significant) between special education and non-special education students AND ELL and non-ELL students (See trend data.)	Inconsistent application of resources, PD, and targeted instructional approaches for all students. * ROOT CAUSE*
Academic Growth Gaps	Reading: In 2011, we exceeded the SPF growth expectations for Hispanic students in reading, surpassing the goal by 2 to a 48 MSGP. (2011 Information) Reading: in 2012, our MGP for Hispanic students was 38. Our ELL students' MGP was 51.	Our gaps are increasing or (remaining significant) between special education and non-special education students AND ELL and non-ELL students (See trend data.)	Inconsistent application of resources, PD, and targeted instructional approaches for all students. * ROOT CAUSE*
	Math: In 2011, we did not meet the SPF growth expectations for students designated as Hispanic in math, but we were close to meeting the target. We missed the target by 1 and showed a 56 MGSP for our Hispanic students. (2011 Information) Math: In 2012, our MGP for Hispanic students was 40.	Our gaps are increasing or (remaining significant) between special education and non-special education	Inconsistent application of resources, PD, and targeted instructional approaches for all students. * ROOT CAUSE*

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Our ELL students' MGP was 40/.	students AND ELL and non-ELL students (See trend data.)	
	<p>Writing: In 2011, we exceeded the SPF growth expectations for students designated as Hispanic in writing by 1, showing a 43 MSGP. (2011 Information)</p> <p>Writing: In 2012, our MGP for Hispanic students was 49. Our ELL students' MGP was 52.</p>	Our gaps are increasing or (remaining significant) between special education and non-special education students AND ELL and non-ELL students (See trend data.)	Inconsistent application of resources, PD, and targeted instructional approaches for all students. * ROOT CAUSE*
Post Secondary & Workforce Readiness			

Data Narrative for School

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

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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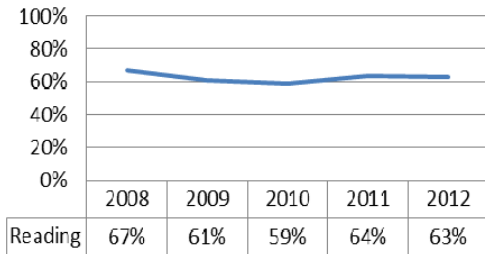
Narrative:
Traylor Fundamental Academy
2012 Update

Traylor Fundamental Academy is a neighborhood and magnet school in southwest Denver, CO. This year, 2012-13 is our first year as a Title I school, having approximately 67% FRL students enrolled. We have approximately 565 students, ECE – 5th Grade. 80% of our students are ethnic minorities. 68% of our students are Hispanic, and approximately 26% of our students are ELLs.

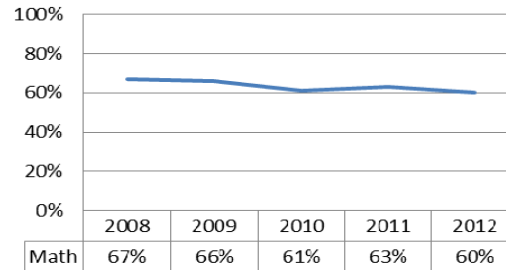
We are in our second year in a row of "Meeting State Expectations" as a "Green" school. We are currently "Yellow" in Growth on our District SPF, and are "Green" in our Status/Overall Ranking on the DPS SPF. The areas where we are "Not Meeting/Red" in our District SPF are the growth indicators related to our continuously enrolled students in Reading, Writing and Math, our ELL subgroup status indicator, and our "Students with Disabilities" status indicator.

OVERALL: Overall, our achievement in Reading, Math, and Writing as measured by percentage Proficient and Advanced on TCAP 2012 shows a slight decline in status from 2011 (from -1% to -3%.) Our overall trend in Reading, with the same indicators, from 2008-2012 has been decreasing then increasing. In Math, our trend over that same time period has been decreasing then, mostly, stable. In Writing from 2008-2012, our trends have been decreasing, then increasing, then stable with a slight decline. (See below.)

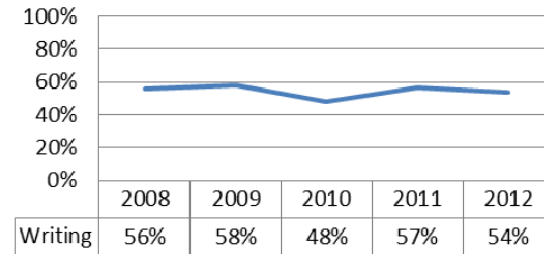
TCAP Reading



TCAP Math

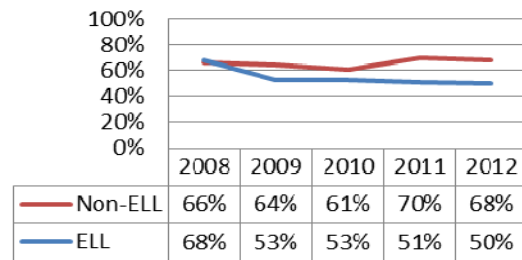


TCAP Writing

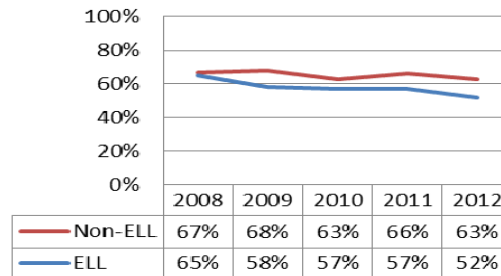


ELL: A comparison of our ELL students' performance on TCAP and that of our non-ELL students shows continuing gaps in most subjects. In Reading, our ELL students' performance on TCAP shows a stable trend, not making gains on the proficiency of their non-ELL peers. In Math, the three year trend shows a stable *then* decreasing trajectory for our ELL students. Only in writing did we see the gap decrease between ELLs and non-ELLs. While the non-ELL students' scores did decline, this is a true closing of the achievement gap for our ELLs because the three trend shows a consistent increase in writing – from 30% proficient and advanced to 47% proficient and advanced.

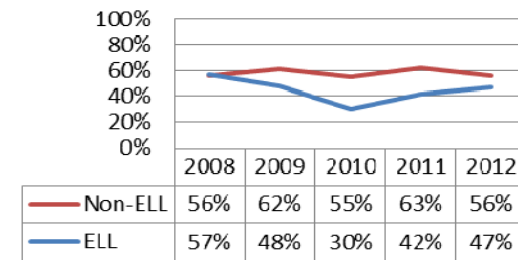
TCAP Reading



TCAP Math

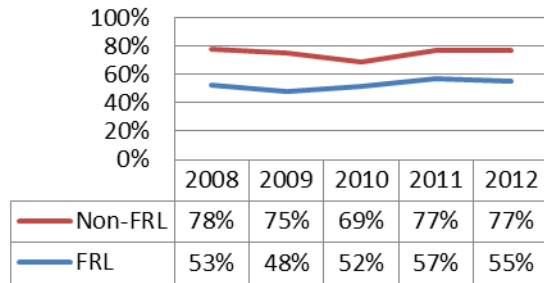


TCAP Writing

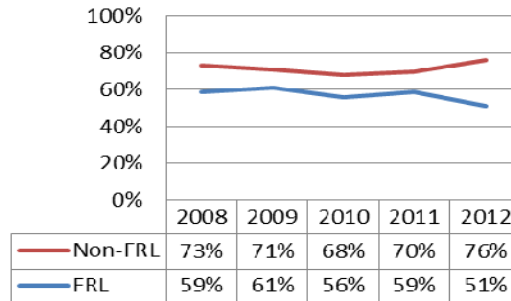


FRL: The gaps between our Proficient and Advanced students in poverty (those qualifying for FRL) on TCAP and those who are not in poverty continue to grow at Traylor Academy. Over the last three years, there has been an increasing trend in our FRL students in Reading, but this did not close the gap as it mirrored a similar trend for our non-FRL students in Reading. In Math, there was an increasing then decreasing trend for our FRL students over the last three years. Our non-FRL students have had an increasing trend in Math over that same period, and in Math we see the gap growing between these two populations. In Writing, our FRL students showed an increasing then decreasing trend over the past three years. During the same time period, our non-FRL students saw an increasing then stable trend, maintaining the gap in this content area.

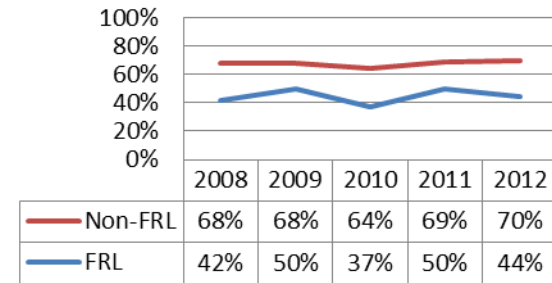
TCAP Reading



TCAP Math

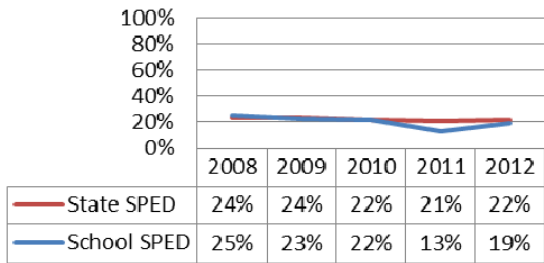


TCAP Writing

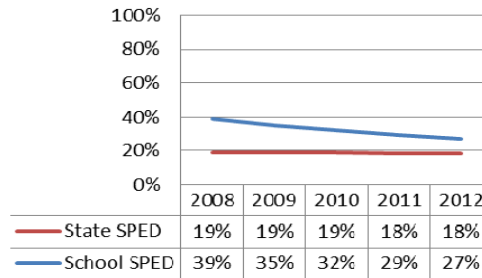


SPED: The performance of our students who have IEPs at Traylor compared to the Colorado state performance for students with IEPs show areas for improvement in our school. In Reading, our students with IEPs improved 6%, making our three year trend one that started with decreasing performance and is now on an increasing trend. In Math and Writing, however, our students with IEPs at Traylor have shown a decreasing trend over the past three years as measured by percentages proficient or advanced on TCAP. (See below.)

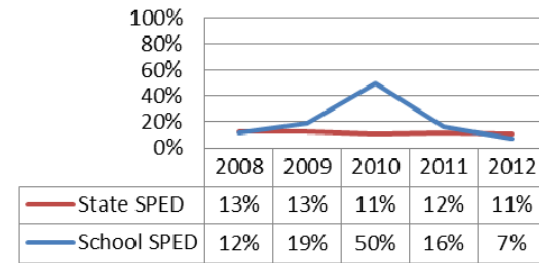
TCAP Reading



TCAP Math



TCAP Writing



Reading by Grade Level

Reading (P+A%)	Grade 3	Grade 4	Grade 5
2008	71%	67%	61%
2009	64%	56%	63%
2010	58%	58%	61%
2011	79%	60%	55%
2012	71%	66%	52%

Over the past three years, in Reading, our grade level data shows significant trends. In our Third Grade Reading, we showed an increasing than decreasing trend pattern in the last three years, with a 9% decline between 2011 and 2012. In Fourth Grade, we've seen a steady increase in proficient and advanced students in reading and writing. In Fifth Grade, on the other hand, we have seen a four year decreasing trend in Reading.

Writing by Grade Level

Writing (P+A%)	Grade 3	Grade 4	Grade 5
2008	58%	59%	51%
2009	61%	56%	58%
2010	41%	52%	54%

2011	58%	55%	59%
2012	58%	57%	47%

Over the last three years in Writing TCAP proficiency, we've seen increasing then stable trend data in Third Grade, an increasing trend in Fourth Grade, and an increasing then decreasing trend in Fifth Grade Writing.

Math Status by Grade Level

Math (P+A%)	Grade 3	Grade 4	Grade 5
2008	69%	71%	59%
2009	71%	72%	56%
2010	60%	67%	57%
2011	60%	68%	61%
2012	68%	65%	49%

Over the past three years, there has been an increasing trend of Third Grade Math proficiency, a stable then decreasing trend in Fourth Grade Math performance, and an increasing then decreasing trend in fifth grade.

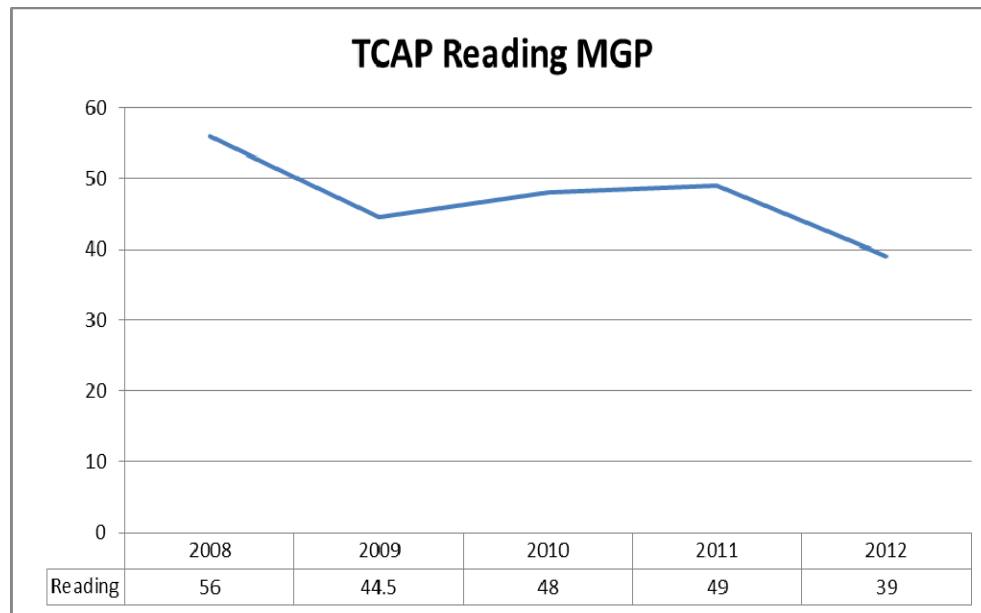
Gaps in Status (ELL vs non-ELL, Students with IEPs vs non-Sped students)

In our "Data Analysis/Worksheet #2," we discuss the trends over the past three years for ELLs and students with IEPs. While that data has already been listed, it is important to point out – regardless of some gains made in 2012, our achievement gap with these student populations continues to be a major challenge for our school community.

- In Reading, the gap (% of students with Proficient or Advanced in Grades 3 – 5) between students who have IEPs or those who do not receive Special Education Services is: **49%**.
- In Reading, the gap (% of students with Proficient or Advanced in Grades 3 – 5) between ELLs or non-ELLs is: **36%**.

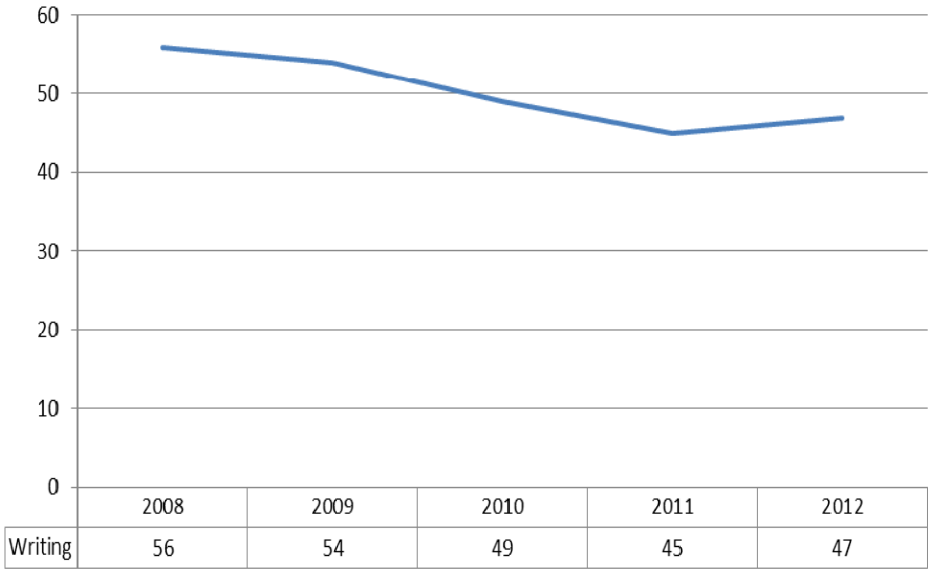
- In Math, the gap (% of students with Proficient or Advanced in Grades 3 – 5) between students who have IEPs or those who do not receive Special Education Services is: **37%**.
- In Math, the gap (% of students with Proficient or Advanced in Grades 3 – 5) between ELLs or non-ELLs is: **26%**.
- In Writing, the gap (% of students with Proficient or Advanced in Grades 3 – 5) between students who have IEPs or those who do not receive Special Education Services is: **52%**.
- In Writing, the gap (% of students with Proficient or Advanced in Grades 3 – 5) between ELLs or non-ELLs is: **24%**.

Growth Percentiles



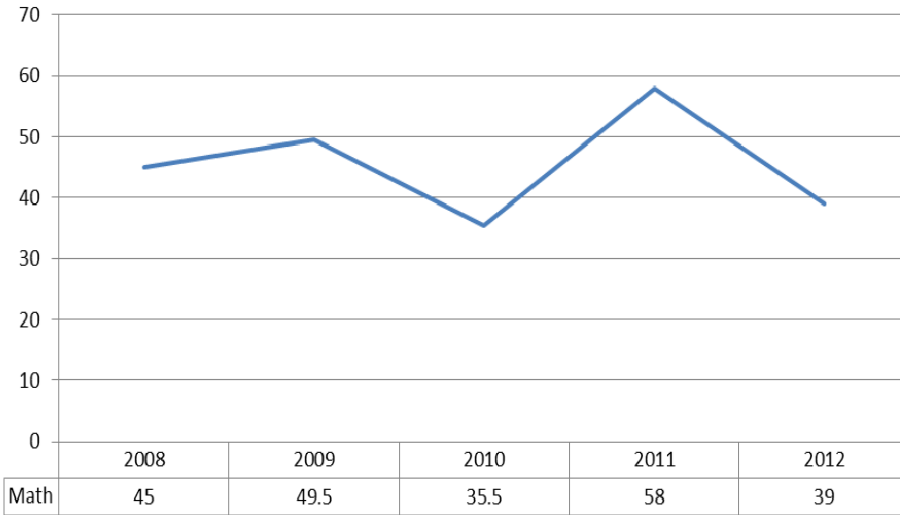
Over the past four years, our MGPs in Reading (as measured by CSAP/TCAP) has been an increasing, stable, then decreasing trend, falling to 39 MGP for Reading in 2012.

TCAP Writing MGP



In Writing TCAP, our MGPs have shown a decreasing then increasing trend. While this is our highest content MGP, it still fell below 50 in 2012.

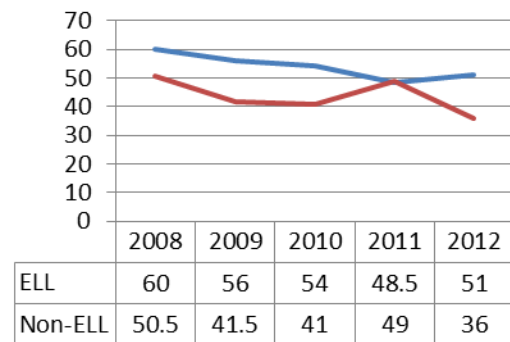
TCAP Math MGP



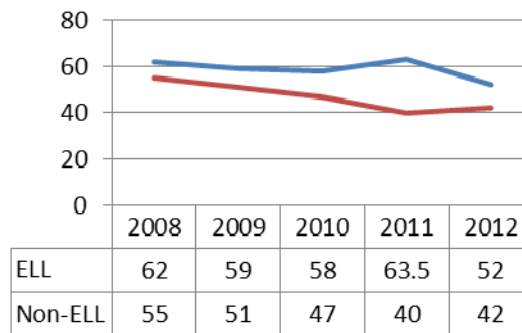
In Math, our growth trends have been up and down as measured on TCAP. In 2011, there was a significant increase in MGP from 2010. In 2012, though, our MGP for Math fell again to 39 MGP.

Disaggregated MGP Information

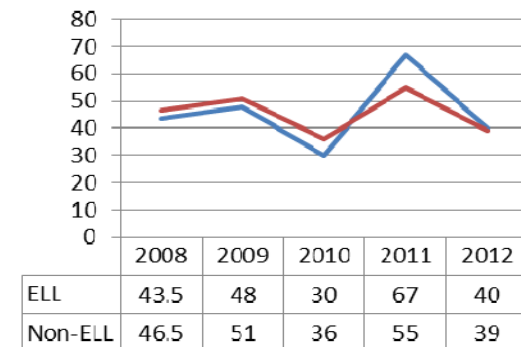
TCAP Reading MGP



TCAP Writing MGP



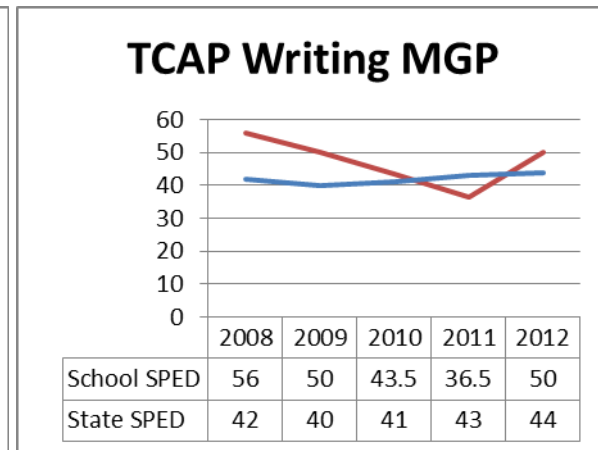
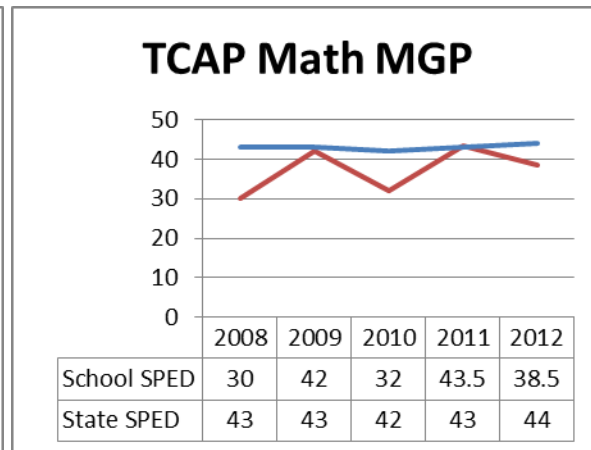
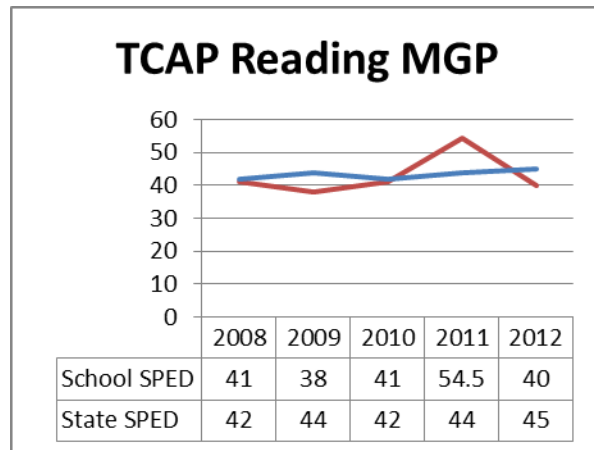
TCAP Math MGP



ELL vs non-ELL

Our MGP gaps on 2012 TCAP showed that our ELLs outperformed their non-ELL peers. This closing of the gap (or reversing the gap) was only due to increased ELL MGP in one content area, Reading. In Math, our ELLs outperformed the non-ELLs after both groups saw significant decline. In Writing, ELLs had MGPs over 23 points above their non-ELL peers in 2011, and in 2012 our ELLs were only 10 points above their peers in MGP.

School SPED vs State Sped



Our school's SPED population saw declines in MGP in Reading and Math from 2011 to 2012. In both of those TCAP content areas, our SPED populations showed lower MGPs than the State SPED populations. In Writing, our school SPED population saw a dramatic increase from 2011 to 2012, helping this content show better MGPs than the state SPED MGPs.

MGPs By Ethnicity

	Hispanic	White
READING		
2011	47.5	60
2012	38	33

	Hispanic	White
Math		
2011	56	61
2012	40	32

Writing	Hispanic	White
2011	43	42
2012	49	35

Comparing our White students' and Hispanic students' MGPs in Reading, Math, and Writing, we can see that the MGPs of our Hispanic students were higher than our White students in all three content areas. In all three contents, our White students saw 7% to 29% decline in MGPs. Our Hispanic students saw a decline in MGPs in Reading and Math. In Writing, there was a 6% increase in MGPs by our Hispanic students.

Fall 2012 Continued Root Cause Development:

As a school, Traylor Fundamental Academy teachers, leadership teams and Collaborative School Committee reviewed our 2012 TCAP status and growth data for whole school groups, grade levels, and disaggregated student populations to help us identify areas of greatest need and to determine our best efforts for future school improvement. We spent time as a CSC and teacher leadership group referring to our past work during the 2011-12 school year, and our previous work around the root cause for our areas of needed improvement. We reviewed achievement data in status and growth areas, looked at disaggregated student groups' data, reviewed our School Performance Framework, and noted the areas we saw as priorities for focus as a school.

We agreed that the root cause previously identified was still the biggest obstacle/challenge to help focus our continued work of school improvement for all students. At Traylor, the result from 2011-12 did not show the growth for all students the way we had hoped, but that data continues to show our need to differentiate our instruction and support for students, meeting each child where they are to bridge our gaps.

In the fall of 2011, our Principal, Administrative Assistant and Teacher Effectiveness Coach (TEC) met with our Instructional Superintendent and school data partners to begin our data discussion and conduct a UIP Revision Protocol. From that process we identified a number of wonderings related to the cumulative data we reviewed. We considered three years of data related to academic performance trends and growth percentiles. That data included not only state CSAP results but also various district CSAP reports, district administered interim assessments' results and DRA2 reports. The questions we identified fell into three categories: data review processes, assessment data correlation (CSAP and DRA2) and special populations' issues.

In the fall of 2012, we followed a similar process to the one we used in 2011. Our school leadership team developed informative PowerPoint documents to illustrate our achievement data, the UIP process, and student/school growth data. Through CSC, Staff Professional Development, Teacher Leadership Team, and School Leadership Team meetings, we gathered formative feedback based on their perceptions of the data.

Trend and Priority Needs

From our data review, particularly with focus on our SPF, it was apparent that our gaps are increasing between special education and non-special education students, by our special education students' continued decline, particularly in Math and Writing. Also our gaps between ELL and non-ELL students in Reading and Math remain consistent. Similarly, we saw that our continuously enrolled students' growth percentiles were not meeting expectations, as evidenced by our SPF.

Achievement Status for all students - OUR PRIORITY!

Based on our CSAP data review and the direction of the UIP process, it was clear that our goals are related to student achievement status for all students. More specifically, we are not meeting the state and our own expectations in this area due to the achievement gaps we've observed in our special populations. We are "Red" (Not Meeting) in ELL and Students with Disabilities indicators on the SPF in status. We know that if we can "Meet" and "Exceed" certain indicators in status for some students, we can show growth for our

ELL students and those with IEPs.

Root Cause of Achievement Gaps in Status and Growth for All Students – A Review and “Check-in”

We reviewed our root cause analysis from last year, and were able to affirm many of the explanations as still present, despite our efforts in 2011-12. Some of those include:

Last year, we identified there was a lack of consistency in reading practices (guided reading not implemented throughout the building.) There was also a report of a lack of resources to meet students' diverse needs (more resources needed for teachers to support ELD, etc.) We started a school-wide professional development effort last year, supporting guided reading with whole group PD, a shared resource for all teachers to use for guided reading, small group differentiated PD groups, side by side coaching and other supports. This will all continue this year, as we had just started some of these strategies during Spring 2012. Similarly, we are still needing more support, learning labs, more frequent & differentiated PD for teachers, etc.

Last year, we discussed that many students were missing classroom time for ESL/SpEd populations in a pull-out program. We discussed our efforts to minimize those practices last year, and our scheduling adjustments we've made to do this. It was reported that students are still being “pulled-out” frequently, making it difficult for teachers to provide a double dose of differentiated instruction for students in these groups.

Last year, we acknowledged that although staff members are ELA-E trained, we need additional support to implement appropriate ELA strategies throughout the day. We have now hired an AA/ELL Support teacher who is supporting teachers in grade level teams and individually to know their ELL students and their needs, develop content language objectives, and supporting their instructional planning. The level of teacher participation already in Fall 2012 demonstrates that this “explanation” continues to be relevant to Traylor this year.

Last year, a lack of collaboration and planning between classroom teachers and SpEd/ESL teachers to determine students' needs and consistent strategies was another explanation that was provided by our instructional staff. We acknowledge there needs to be more inclusive practices by our Special Education Teachers, ESL Teacher and ELA instructional paraprofessionals. Our special service providers will serve a greater role in our RtI and SIT teams this year, as experts in the field of progress monitoring.

We affirmed last year's process and noted the same root cause for our priority needs. This conversation led us to the following root cause: **Inconsistent application of resources, PD, and targeted instructional approaches for all students.** We acknowledge that this is a multi-year plan and we only began our work to address this root cause last year.

Verification of Root Cause

To verify the root cause was still relevant and the most compelling, we discussed this focus at our CSC meeting in October 2012, with representatives from our instructional team and parent/community. We are working with our School Leadership Team to ensure the application and planning of our professional development continues to be aligned to our needs and major improvement strategies. To that end, our Professional Development time is increasing this year, as is our School Leadership Team and Teacher Leadership Team Meetings each month.

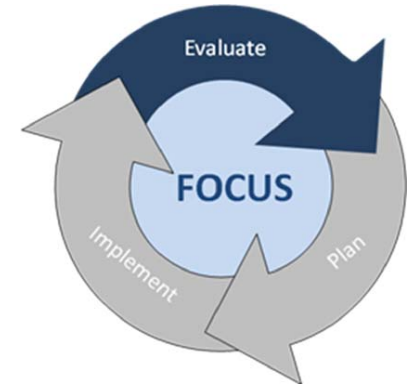
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	<p>Our gaps are increasing or (remaining significant) between special education and non-special education students AND ELL and non-ELL students.</p> <p>In Reading, the gap (% of students with Proficient or Advanced in Grades 3 – 5) between students who have IEPs or those who do not receive Special Education Services is: 49%.</p> <p>In Reading, the gap (% of students with Proficient or Advanced in Grades 3 – 5) between ELLs or non-ELLs is: 36%.</p>	In Reading TCAP, 74% of our 3 rd – 5 th Grade students will be Proficient or Advanced in 2012-13.	In Reading TCAP, 78% of our 3 rd – 5 th Grade students will be Proficient or Advanced in 2013-14.	Star Reading and Early Literacy Assessments (Fall, Winter, Spring), Star Reading Progress Monitoring (periodically administered for students in focus groups), DRA 2 and DRA2 Word Analysis Task (Fall & Spring), District Reading Interims (Beginning, Mid, and End of Year), Running Records (weekly/periodically), Student Reading Assessment Notebooks, LLI Reading Records (weekly in intervention groups), DIBELS Next (periodically in intervention groups), McMillan-McGraw Hill Assessments (Weekly and Regular Unit Assessments in all classrooms)	Utilizing available data and instructional resources to provide targeted and differentiated instruction in all contents with specific focus on ELL and Special Education students' needs.
		M	<p>Our gaps are increasing or (remaining significant) between</p>	In Math TCAP, 72% of our 3 rd – 5 th Grade students will be	In Math TCAP, 77% of our 3 rd – 5 th Grade students will be	Interim Benchmark Assessments in Math, Everyday Math End of	Utilizing available data and instructional resources to provide

			<p>special education and non-special education students AND ELL and non-ELL students.</p> <p>In Math, the gap (% of students with Proficient or Advanced in Grades 3 – 5) between students who have IEPs or those who do not receive Special Education Services is: 37%.</p> <p>In Math, the gap (% of students with Proficient or Advanced in Grades 3 – 5) between ELLs or non-ELLs is: 26%.</p>	<p>Proficient or Advanced in 2012-13.</p>	<p>Proficient or Advanced in 2013-14.</p>	<p>Grade Assessments, DPS Instructional Math Tasks, Unit Assessments in Everyday Mathematics and Teacher Created Math Assessments.</p>	<p>targeted and differentiated instruction in all contents with specific focus on ELL and Special Education students' needs.</p>
		W	<p>Our gaps are increasing or (remaining significant) between special education and non-special education students AND ELL and non-ELL students.</p> <p>In Writing, the gap (% of students with Proficient or Advanced in Grades 3 – 5) between students who have IEPs or those who do not receive Special Education Services is: 52%.</p>	<p>In Writing TCAP, 63% of our 3rd – 5th Grade students will be Proficient or Advanced 2012-13.</p>	<p>In Writing TCAP, 65% of our 3rd – 5th Grade students will be Proficient or Advanced in 2013-14.</p>		

			In Writing, the gap (% of students with Proficient or Advanced in Grades 3 – 5) between ELLs or non-ELLs is: 24% .				
		S	Our gaps are increasing or (remaining significant) between special education and non-special education students AND ELL and non-ELL students.	In Science TCAP, 41% of our 5 th Grade students will be Proficient or Advanced in 2012-13.	In Science TCAP, 49% of our 5 th Grade students will be Proficient or Advanced 2013-14.		
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Reading: Overall, our Median Growth Percentile showed a decline from a 49 MGP in 2011 to a 39 MGP in 2012. (District determined MGP)	In Reading TCAP, our 4 th & 5 th Grade students will have a MGP of at least 55 in 2012-13.	In Reading TCAP, 100% of our 4 th & 5 th Grade students will have at least a 55 MSGP in 2013-14.		
		M	Math: Overall, our MGP declined significantly from a 48 MGP in 2011 to 39 MGP in 2012. (District determined MGP)	In Math TCAP, our 4 th & 5 th Grade students will have a MGP of at least 55 in 2012-13.	In Math TCAP, 100% of our 4 th & 5 th Grade students will have at least a 55 MSGP in 2013-14.		
		W	Writing: Overall, our Median Growth Percentile showed a slight increase in Writing from a 45 MGP in 2011 to a 47 MGP in	In TCAP, our 4 th & 5 th Grade students will have a MGP of at least 55 in 2012-13.	In Writing TCAP, 100% of our 4 th & 5 th Grade students will have at least a 55 MSGP in 2013-14.		

			2012. (District determined MGP)				
		ELP	Median SGP: 57 Adequate SGP: 45				
Academic Growth Gaps	Median Student Growth Percentile	R	I understand we're missing disaggregated MGP information to show the growth gaps issues. I was unable to find them, but will include narrative and data when I have that information.				
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate		NA	NA	NA	NA	NA
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Provide targeted and differentiated instruction with specific focus on ELL and Special Education students' needs in reading.

Root Cause(s) Addressed: Inconsistent application of resources, PD, and targeted instructional approaches for all 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)
Throughout the school year, provide support for grade level "Interdisciplinary Units."	August 2012-May 2014	TEC, TLA, Building Instructional & Admin Staff	District Provided	Following district calendar of implementation of integrative units	In Progress, Shared 12-13 calendar with all Classroom Teachers to help them with the roll-out and preparation
Continue to familiarize our staff with the CCSS.	August 2012-May 2014	TEC, TLA, Building Instructional & Admin Staff	CDE and District Developed tools for transition to CCSS	Completion of PD on topic with staff feedback on understanding of CCSS Planning for and implementing the Interdisciplinary Units in Literacy and Instructional Tasks in Mathematics for all grade levels (K-5.)	In Progress: PD Completed in August 2012 to more explicitly explain the differences between CCSS and current standards. In October 2012, all staff are provided hard copies of the CCSS in Lang Arts and Math.

Provide PD on integrative, backwards planning through the implementation of these units.	August 2012- May 2014	TEC, TLA, Building Instructional & Admin Staff	District/PCK PD	Completion of PD on topic with staff feedback on understanding of backwards planning.	In progress
Paraprofessionals hired and assisting w/daily instructional interventions.	Fall 2012- Spring 2014	SLT, TLA, CSC & Principal	School Funds: \$18,000	Parapros hired and assisting w/daily instructional interventions	Completed, all paraprofessionals started the 2012 school year with 7 hrs. School wide agreement about instructional paraprofessionals' time only focused on student support.
Re-evaluate supplemental reading materials via professional learning meetings to determine effectiveness of materials for all student population.	Fall 2012 – Spring 2013	Building Instructional & Admin Staff	TBD: will include ESL teacher, Tls, SLT, and representatives the ELA department to help support our decision making. Principal will facilitate the professional learning.	100% of Instructional Staff will participate in professional learning meetings on a monthly basis throughout the school year to review the useful components of the current <i>Treasures</i> curriculum for students' needs.	Ongoing. School ordered more nonfiction book sets and the ELD supports as part of the <i>Treasures</i> anthology for grade levels in Spring 2012.
Provide professional learning focused on implementing key concepts of "guided reading."	Fall 2012 – Spring 2014	Tls, TEC & Building Admin Staff	School purchased <i>Next Steps in Guided Reading</i> for all teachers. School will provide funds (PD Substitute Account) for classroom coverage for teachers participating in learning labs, classroom visits, and side by side coaching.	100% of Instructional Staff will participate in professional learning meetings about best practices in guided reading. Frequent "exit slips"/feedback from teachers from whole group and differentiated	Ongoing. 2 – 4 guided reading PD sessions monthly, instructional staff meets to plan for and learn best practices of guided reading. Guided Reading professional supports provided to each teacher to

				<p>PD opportunities.</p> <p>6-week intervals of agreements related to guided reading work.</p>	<p>support practices. First 6-week cycle in 2012 will end on November 16th. At that time, school team will conduct class visits/walkthroughs related to the agreements. Cycle will continue every 6-weeks.</p>
<p>Provide professional learning focused on components of ELD instruction for all teachers and clear content language objectives related to students' needs.</p>	<p>Fall 2012 – Spring 2014</p>	<p>AA/ELL Support Teacher, TEC, TEs & Admin Team</p>	<p>District and state provided resources. Use CELA Pro ELD Level Descriptors. School and district created CLO supports and examples.</p>	<p>100% of teachers will begin to use level descriptors from CDE to help identify next steps for students in ELD.</p> <p>100% of teachers will use CLOs that are effective for their students' needs.</p>	<p>Side by side/grade level coaching by AA/ELL Support started in August 2012. Continuing. PD 1-2 times per month on ELLs, CLOs, and ELD supports.</p> <p>Principal and AA/ELL Support are attending the Stream of Study for developing a Culture of Success for ELLs each month. We will continue to share our learning with the instructional staff.</p>
<p>Provide calibration training for DRA 2 administration for all staff to ensure consistent practices, scoring, and instructional uses of data.</p>	<p>October 2012 – Spring 2013</p>	<p>TEC, TLA, Building Instructional & Admin Staff</p>	<p>District provided resources</p>	<p>Completion of training</p> <p>More consistent scores aligned to STAR and</p>	<p>Training for DRA2 in September 2012. Change in</p>

				CSAP in December and in May with next rounds DRA testing Spring DRA2s not graded by current teacher to increase inter-rater reliability.	grading/assessment practices agreed in October 2012 in SLT meeting.
Provide professional development for consistent data teams practices, beginning with whole group PD on data teams template and followed up with TLA members visiting weekly data teams meetings. Establish practices in literacy (reading) prior to moving on to mathematics in data teams.	Fall 2012- Spring 2014	Building Instructional, TEC, AA/ELL Support, Admin Staff		Completion of Training Evidence of teacher following data teams template (5 step process, over 6 weeks) Improved student achievement based on goal setting	Completed initial training – 4 steps in 4 different weeks (September – October 2012) Continuing weekly visits to monitor progress, shared by Admin Team and TLs.
Weekly Data Team Meetings per grade level to monitor achievement and progress of “cusp”, special education and ELL students to ensure academic grade level growth for all.	Fall 2012 – Ongoing	TEC, AA/ELL Support, TLA, Building Instructional & Admin Staff		Grade Level Progress Monitoring artifacts Teacher lesson plans Data Team minutes Smart Goal statue	Continuing
Establish effective data teams and have goals more visibly accessible to students (for individual goal setting), staff, and school community (through data folders, student achievement walls, etc.)	Fall 2012 – Spring 2014	TEC, AA/ELL Support, TLA, Building Instructional & Admin Staff	School provided – supply budget	Presence of data Walls, and student photos etc., helping personalize data work.	Not started. Will begin in December 2012.
Use our TL focus on CCSS and Language Arts to help support our school focus on Differentiation.	August 2012 – May 2014	Language Arts Teacher Leaders and Building Admin	District provided/School Created.	TLs introducing structures from their training that support teachers' work differentiating and using CCSS. Ongoing training for access to the	Continuing.

				<p>professional development opportunities provided through LEAP.</p> <p>Organization of staff into PLCs for individual areas of focus.</p> <p>LEAP Observations, evidence and scores showing progress based on PD.</p>	
<p>Participate in targeted professional development for special educators. This includes: applying to and participating in the LLI pilot for Special Educators and working with the Southwest Network/School-wide professional development courses on balanced literacy and district mathematics practices to meet all students' needs. Special Education Teachers will continue to be trained in LLI (Leveled Literacy Instruction) on a regular basis as an intervention. District Student Services support personnel will work with our RtI/SIT team to increase our use of CBM/Screeners in math and language arts to support progress monitoring.</p>	<p>Fall 2012 – Spring 2014</p>	<p>Building and District Admin and Special education teachers</p>	<p>District/Grant provided, School Instructional Budget to Purchase new LLI Kit (2012-13) \$4500</p>	<p>Special Education staff participating in ongoing trainings.</p> <p>Special Education staff adjusting practices to align with best practice in literacy and math.</p>	<p>Continuing. Student case study practice is helping to inform our Student Intervention/RtI Team's work. 4 Trainings throughout the year for LLI structures and strategies.</p>

* 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: Provide targeted and differentiated instruction in all contents with specific focus on ELL and Special Education students' needs in Math. **Root Cause(s) Addressed:** Inconsistent application of resources, PD, and targeted instructional approaches for all 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)
Throughout the school year, provide support for grade level "Instructional Math Tasks."	Fall 2012 – Spring 2014	SLT, TEC, TLA, CSC & Principal	School Funds, District Provided Resources	Following district calendar of implementation of integrative units	In Progress, Shared 12-13 calendar with all Classroom Teachers to help them with the roll-out and preparation
Continue to familiarize our staff with the CCSS.	August 2012- May 2014	TEC, TLA, Building Instructional & Admin Staff	CDE and District Developed tools for transition to CCSS	Completion of PD on topic with staff feedback on understanding of CCSS. Planning for and implementing the Interdisciplinary Units in Literacy and Instructional Tasks in Mathematics for all grade levels (K-5.)	In Progress: PD Completed in August 2012 to more explicitly explain the differences between CCSS and current standards. In October 2012, all staff are provided hard copies of the CCSS in Lang Arts and Math.
Provide PD on integrative, backwards planning through the implementation of I-tasks.	August 2012- May 2014	TEC, TLA, Building Instructional & Admin Staff	District/PCK PD	Completion of PD on topic with staff feedback on understanding of backwards planning.	Ongoing

Support math core materials via professional learning meetings focused on Part 3 of Everyday Math daily lessons Professional learning focused on implementing key concepts of differentiated math instruction and to determine expectations.	Fall 2012 – Spring 2014	Building Instructional & Admin Staff	School/District Provided	100% of Instructional Staff will participate in professional learning meetings Completion of Instructional Math Tasks. Evidence of the use of Part 3 (differentiation component) of EM on an ongoing basis in all classrooms.	In Progress.
Provide professional development for consistent data teams practices, beginning with whole group PD on data teams template and followed up with TLA members visiting weekly data teams meetings. Establish practices in literacy (reading) prior to moving on to mathematics in data teams.	Fall 2012- Spring 2014	Building Instructional, TEC, AA/ELL Support, Admin Staff		Completion of Training Evidence of teacher following data teams template (5 step process, over 6 weeks) Improved student achievement based on goal setting	Completed initial training – 4 steps in 4 different weeks (September – October 2012) Continuing weekly visits to monitor progress, shared by Admin Team and TLs.
Weekly Data Team Meetings per grade level to monitor achievement and progress of “cusp”, special education and ELL students to ensure academic grade level growth for all.	Fall 2012 - Ongoing	TEC, TLA, Building Instructional & Admin Staff		Grade Level Progress Monitoring artifacts Teacher lesson plans Data Team minutes Smart Goal statue	Continuing
Establish effective data teams and have goals more visibly accessible to students (for individual goal setting), staff, and school community (through data folders, student achievement walls, etc.)	Fall 2012 – Spring 2014	TEC, AA/ELL Support, TLA, Building Instructional & Admin Staff	School provided – supply budget	Presence of data Walls, and student photos etc., helping personalize data work.	Not started. Will begin in December 2012.
Use our TL focus on CCSS and Mathematics to help support our school focus on Differentiation.	August 2012 – May 2014	Mathematics Teacher Leaders & Admin Team	District provided/School Created.	TLs introducing structures from their training that support teachers' work differentiating and using	Continuing.

				<p>CCSS.</p> <p>Ongoing training for access to the professional development opportunities provided through LEAP.</p> <p>Organization of staff into PLCs for individual areas of focus.</p> <p>LEAP Observations, evidence and scores showing progress based on PD.</p>	
<p>Participate in targeted professional development for special educators. This includes: applying to and participating in the Southwest Network/School-wide professional development courses on balanced literacy and district mathematics practices to meet all students' needs. District Student Services support personnel will work with our RtI/SIT team to increase our use of CBM/Screeners in math and language arts to support progress monitoring.</p>	<p>Fall 2012- Spring 2014</p>	<p>Building and District Admin and Special education teachers</p>		<p>Special Education staff participating in ongoing trainings.</p> <p>Special Education staff adjusting practices to align with best practice in literacy and math.</p>	<p>Continuing. Student case study practice is helping to inform our Student Intervention/RtI Team's work.</p> <p>October 2012 – SIT/RtI training with whole team to support our work.</p>

Section V: Appendices

Title I Accountability Provision #1: Parent Involvement /Communication

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Partnership with DPS Community Resources Department to Plan Various Parent Engagement Evenings (Topics will include Zumba/Health & Wellness, Primary Literacy, and Science)	Fall 2012 – Spring 2014	Teachers, District Personnel, CSC, SLT, and Building Admin	\$1300 – Title I Parent Involvement Money	Three Family Engagement Nights throughout the school year Attendance at the Events Feedback from the Events Subsequent Parent participation in future TABs (Parent Group) and other activities
Parenting with Love and Logic Classes	Winter 2012 – Spring 2014	Facilitators, Parents from CSC,	Purchase the <i>Parenting with Love and Logic</i> curriculum and workbooks in English and Spanish. \$1600 – Title I Parent Involvement Money, \$1000 Incidental Funds from School's Fundraisers	Purchase the materials Meet with involved parents and facilitators to plan and promote the 6-10 Week Sessions Completion of first round of 6-10 Week Sessions in English and Spanish; Parent Participation in the Training Improved Student Behavior Feedback from Parents about Training Effectiveness and Positive Impact in Home and School.
Promote the opportunities and role of our Collaborative School Committee. Maintain the high level of parent participation over the next two years, and continue to	Fall 2012- Spring 2014	CSC Members & Building Admin	Admin General Supplies, District Training and Materials	Participation of CSC members in the District CSC Training/Fall Summit. Continued monthly (or more frequent)

develop a representative parent body in the CSC.				meetings. CSC Members become advocates for all students – evidenced by their participation throughout the school community, in the development and work towards UIP goals, and partnering with the principal to “lead the charge” for any changes necessary for all students.
Use TABs (Traylor Academy Boosters) as a parent resource, communication, engagement, education and involvement group.	Fall 2012-Spring 2014	TABs Board, Parent Members, Building Admin & Staff	TABs non-profit supports these efforts	Monthly Meetings with increased attendance by parents who represent our school population. (racial, ethnic, language diversity.) Parent feedback from educational meetings. Parent participation in TABs sponsored activities.
Continue Traylor Think Tank/Community Forum Meetings to Develop our Plan for ELL Instructional Model at Traylor	Spring 2012-Spring 2014	CSC, TABs, Admin Team, and other involved staff and families	Minimal Admin and PD General Supplies Purchases to Facilitate Meetings (\$500)	At least quarterly, Think Tank will meet as a whole group with support from the District Leadership and ELA Department, along with School Leaders. By Winter 2012-13, Traylor will have a defined model to implement during the 2013-14 school year.

Title I Accountability Provision #2: Teacher and Paraprofessional Qualifications:

- School Plan under State Accountability
- Title IA School Improvement/Corrective Action Plan
- Application for a Tiered Intervention Grant
- Title I schoolwide or targeted assistance plan requirements
- School Improvement Grant

Description of Action Steps the Address the Accountability Provision	Timeline	Key Personnel*	Resources (Amount and Source: federal, state,	Implementation Benchmarks
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			and/or local)	
Continue our Partnership with District Human Resources to Ensure <i>All</i> Instructional Staff are Highly Qualified	Fall 2012-Spring 2014	Principal, Personnel Committee, District HR & All Staff	NONE	Continue to Maintain a 100% Highly Qualified Instructional Staff
Professional Development and norming of Personnel Committee to ensure our practices support the selection of most highly qualified instructional support professionals and teachers.	Fall 2012-Spring 2014	Principal, Personnel Committee, District HR & All Staff	NONE	Equitable selection of Personnel Committee Personnel Committee membership reflects our school population (positions.) Training of best practices, values, etc., as a Personnel Committee prior to hiring any positions. Personnel Committee uses best practices for all hiring.

Title I Accountability Provision #3: Transition from Early Childhood Programs (Elementary Only)

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
ECE Teachers plan and provide monthly ECE Parent meetings to inform parents/guardians of community and school resources.	Fall 2012-Spring 2014	ECE Teachers, ECE Paraprofessionals, Students and Parents	Funded by District/State ECE Budget	Successful, well-attended monthly meetings. Variety of topics addressed throughout the year's meetings.
Collaboration with Qualistar to ensure students and families entering elementary school is seamless and a high quality transition.	Fall 2012- Spring 2014	ECE Teachers, ECE Paraprofessionals, Students and Parents	Funded by District/State ECE Budget	Maintain 4-star Qualistar rating. Yearly visits and evaluation by Qualistar personnel. Ongoing review of quality indicators by ECE staff.

Title I Accountability Provision #4: Coordination and Integration of Federal, State and Local Services and Programs

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Partnership with Nutrition services to showcase quality services and products. Also, work together to ensure all students have completed FRL applications to determine our students' and school's eligibility.	Fall 2012- Spring 2014	Lunchroom Manager, Staff, Parents and Building Admin	None	Higher numbers of returned/completed FRL applications. Collaboration with school leadership for parent nights to promote healthy nutritional choices.

Other ideas?				

Title I Accountability Provision #5: High Quality Professional Development based on student and staff needs. (Include any funding sources such Title II and General Fund)

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
See our Major Improvement Strategy 1 and 2 and associated action steps. Nearly all of these steps are focused on this provision.	Fall 2012- Spring 2014	See Major Improvement Strategy 1 and 2	See Major Improvement Strategy 1 and 2	See our Major Improvement Strategy 1 and 2

Traylor Fundamental Academy
School/Parent and Guardian Compact
and Family Involvement Policy
School Year 2012-13

At Traylor Academy, we believe that the success of each child is strengthened by a partnership between the school and the home. The key to this partnership is open communication so that everyone understands their responsibilities for increasing student learning. This School/Parent Compact describes what each of us will do to ensure the success of our students. This compact will be the beginning of our work together this year.

Many of the responsibilities of the school come from the requirements of Title I, a federal educational program supporting schools that serve students who qualify for free lunch. We have a schoolwide Title I program that provides funding to support the teaching and learning in our classrooms.

Traylor will:

1. Provide high quality curriculum and instruction to each student so they will meet the state's learning requirements.
2. Create a supportive and effective learning environment for each student every day.
3. Hold Parent/Teacher Conferences twice this year in which we will review this compact as it relates to learning progress. At the conferences we will also show you how your child is progress in the academic areas. Together we will celebrate the success and problem solve if faced with learning challenges. We can discuss the curriculum and assessments used to show learning and answer any questions about the goings on at school.
 - The conferences this year are scheduled for the weeks of **October 15 and February 18**. Your teacher will be making an appointment with you for each of the conferences.
4. Report progress of your child's learning by sending home report cards. If you have any questions about how to understand the report card, please speak with your child's teacher.
 - Report cards will be sent home this year after the following dates: 11/16/12, 3/1/13, and on 6/4/2013.
5. Provide access to the school teachers and administrators when questions or concerns arise. Often times this may happen before or after school. We are also available by phone or email.
6. Provide opportunities for you to participate in school wide activities like Family Nights and classroom activities like field trips. We also encourage participation in the classroom through volunteering.

7. Offer materials and ideas that parents might use at home to enhance the ways they are already supporting their child's learning at home.
8. Include parents in the planning and improving parental involvement opportunities, the school improvement plan, and other decision making.
9. Communicate with parents in a variety of ways to make information friendly and understandable. This will include, when possible, interpreting and translation services.

Parents will:

I understand that at Traylor Fundamental Academy:

- I will be involved in my child's education (by attending conferences, Family Nights, and by updating my contact information).
- My child will spend most of his/her time on reading, mathematics, composition, spelling, research, and study skills.
- The Traylor Code of Honor will emphasize good citizenship, respect, self-discipline, and will be consistently reinforced.
- My child will be expected to complete **daily** homework, which will support learning.
- Each classroom teacher will teach the basic skills and essential learning identified for that grade level.
- Promotion to the next grade is based on satisfactory achievement of grade level skills.
- Parents will be regularly informed of their children's progress and achievement.
- Students experiencing special learning or behavioral needs at Traylor will work with the classroom teacher, other staff members and their parents to collaboratively develop a plan for improvement.
- Parents are encouraged to visit and participate in their child's classroom throughout the year. (At a minimum, we encourage parents to visit twice per year to learn more about the important work of our students and teachers at Traylor.)
- I will send my child to school every day on-time, dressed appropriately, and ready to learn.
- I will create a partnership with my child's school and teacher.
- I will help my child see how to use reading, writing, and math to pursue his/her interests and goals.

Students

I will:

- Come to school on-time and prepared to learn.
- Wear school appropriate clothing every day and dress appropriately for the weather and gym class.
- Respect adults, myself, and other students by following all Traylor rules.
- Ask my teacher or my family for help when I need it.
- Read on my own and /or with my family every day.
- Work on reading, writing, and math skills at home, using the materials my teacher sends home.

- Be responsible for completing my school assignments, my homework, and turning in all work on time. My homework lets my teacher know what I understand.

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)