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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: 8970 School Name: UNIVERSITY PARK 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%	-	-	80%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	83.51%	-	-	
		W	53.52%	-	-	67.55%	-	-	
		S	47.53%	-	-	70.77%	-	-	
			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	-	-	63	-	-	Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
		M	38	-	-	62	-	-	
		W	37	-	-	67	-	-	
		ELP	47	-	-	73	-	-	

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

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

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	Dana Williams, principal
	Email	Dana_Williams@dpsk12.org
	Phone	720-424-3410
	Mailing Address	2300 South St. Paul Street Denver, CO 80210
2	Name and Title	Anita Murano-Sweetman, CSC chairperson
	Email	Anita_Murano-Sweetman@dpsk12.org
	Phone	720-424-3410
	Mailing Address	2300 South St. Paul Street Denver, CO 80210

Section III: Narrative on Data Analysis and Root Cause Identification

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

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

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of the 2011-12 school year, 72% of our students will score proficient or advanced on the Writing TCAP.	We had 68% of our students score proficient or advanced on the 2011-12 Writing TCAP. The target was not met.	We began our work on writing in the 2010-11 school year. Our root cause analysis at that time identified that our students struggled with short constructed response questions because we had not explicitly taught quick writing. After implementing school-wide quick write practices and doing preliminary work to develop writing rubrics, our writing scores rose to 70% proficient and advanced in 2010-11 from 64% in 2009-2010. In 2011-12, the percentage of students scoring proficient and advanced decreased to 67%. Students continued to improve their proficiency in short constructed written responses as we
Academic Growth	The Median Growth Percentile on the 2011-12 Writing TCAP will be at or above 66.	The Median Growth Percentile on the 2011-12 Writing TCAP was 67. The target was met.	
Academic Growth Gaps			
Post Secondary			

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			continued our school wide practice of quick writes. We believe this also helped our median growth percentile to continue increasing. Our overall proficiency decreased, however, because we did not continue our work to establish a trajectory of consistent, rigorous expectations.

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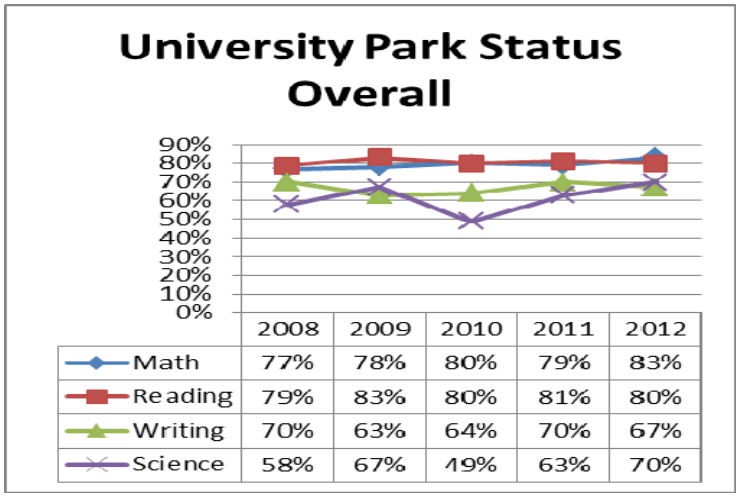
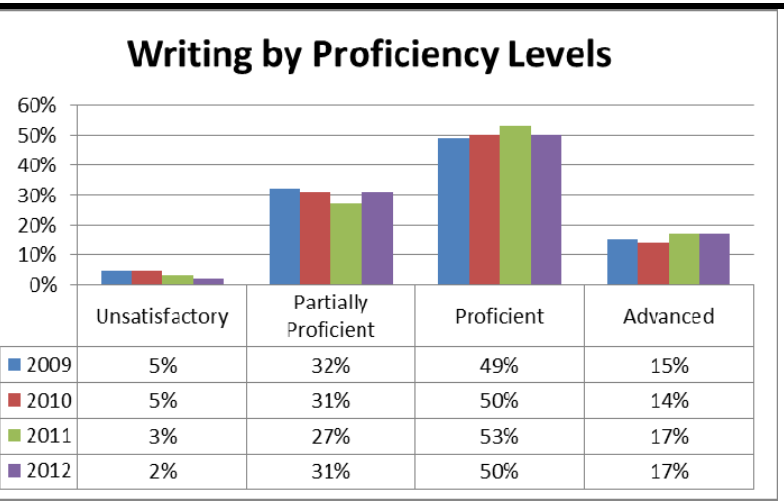
Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**% Scoring Proficient and Advanced on CSAP**  The percentage of students scoring proficient or advanced in math and science has steadily increased over the past five years. Reading has remained steady and writing scores have been inconsistent. Writing shows our lowest status performance as a school, even though it still meets state expectations.	Writing performance is 16 percentage points below Math, 13 percentage points below Reading, and 3 percentage points below Science.	Teachers do not have a common understanding of rigor and common expectations from grade level to grade level in writing.

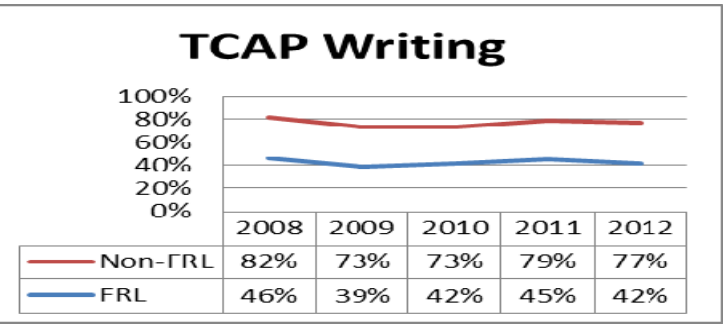
	2008	2009	2010	2011	2012
Math	77%	78%	80%	79%	83%
Reading	79%	83%	80%	81%	80%
Writing	70%	63%	64%	70%	67%
Science	58%	67%	49%	63%	70%



	Unsatisfactory	Partially Proficient	Proficient	Advanced
2009	5%	32%	49%	15%
2010	5%	31%	50%	14%
2011	3%	27%	53%	17%
2012	2%	31%	50%	17%

Proficiency Bands on Writing CSAP

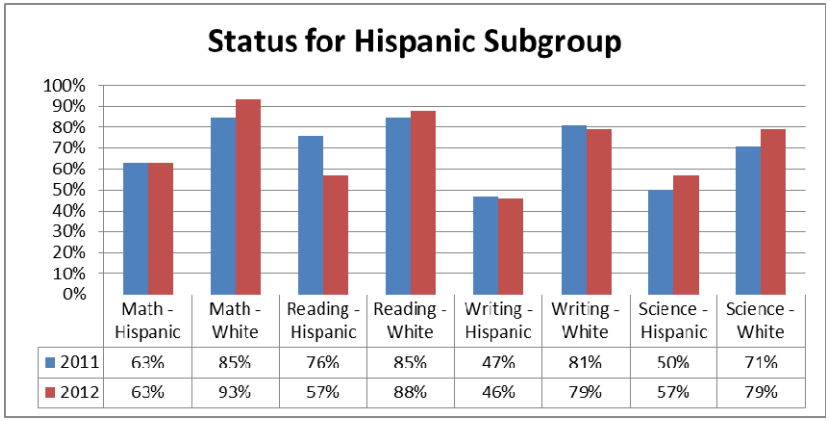
In examining the proficiency bands for writing over the past four years, we identified that the percentage of students scoring unsatisfactory has steadily decreased and the percentage of students scoring advanced has slightly increased. Our highest leverage point is with our students who scored partially proficient. The majority of the students scoring partially proficient were in the top third of scale scores and are therefore on the cusp of proficiency.



	2008	2009	2010	2011	2012
Non-FRL	82%	73%	73%	79%	77%
FRL	46%	39%	42%	45%	42%

The percentage of students qualifying for Free or Reduced Lunch who scored proficient or advanced on the writing CSAP over the past five

years was an average of 34% lower than their Non-Free or Reduced Lunch peers. This gap is larger than math or reading in which students qualifying for Free or Reduced Lunch scored an average of 25% lower than their peers over the past five years.



	Math - Hispanic	Math - White	Reading - Hispanic	Reading - White	Writing - Hispanic	Writing - White	Science - Hispanic	Science - White
2011	63%	85%	76%	85%	47%	81%	50%	71%
2012	63%	93%	57%	88%	46%	79%	57%	79%

TCAP Subgroup Performance Reading: Hispanic/White

Gap grew substantially from 2011-2012 in reading.

Gap averaged 20%.

TCAP Subgroup Performance Math: Hispanic/White

The gap grew from 2011-12. This is due to white student performance increasing by 8% while Hispanic students remained the same.

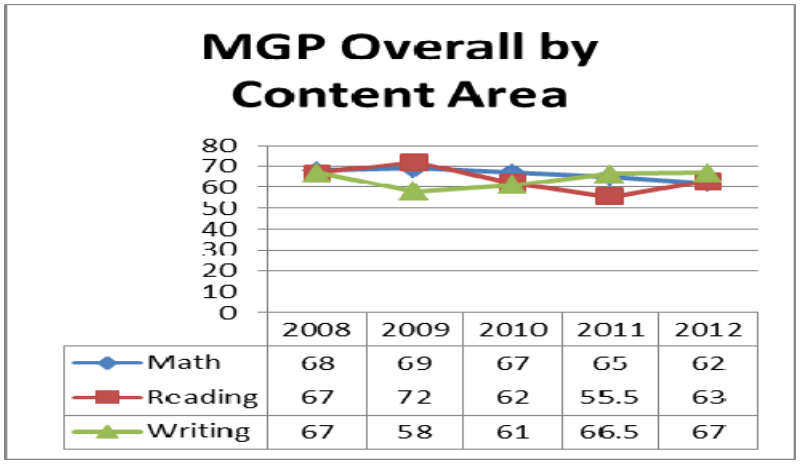
The gap averaged 26%.

TCAP Subgroup Performance Science: Hispanic/White

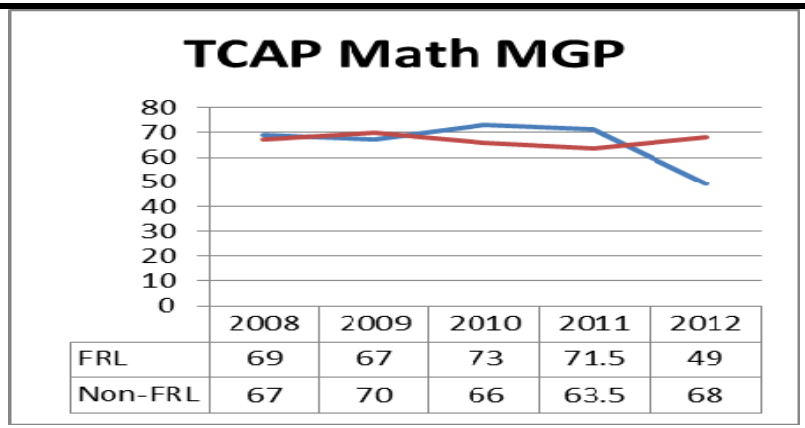
The gap remained constant with both white and Hispanic students increasing their proficiency.

Gap averaged 21.5%

TCAP Subgroup Performance Writing: Hispanic/White

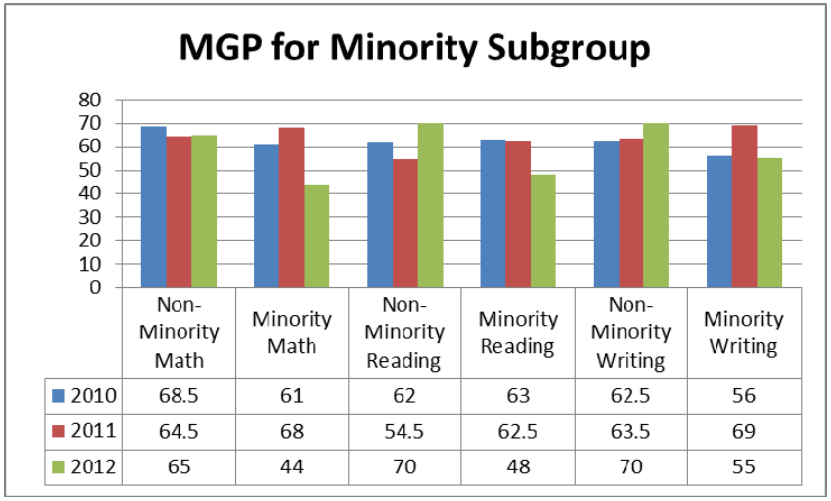
	Our largest ethnicity performance gap is in writing with an average of 33.5% fewer Hispanic students scoring proficient or advanced than their white peers. This gap was consistent over the past two years.		
Academic Growth	**Overall Median Growth Percentile on CSAP**  The school-wide Median Growth Percentile has been inconsistent in reading, steadily increasing in writing and steadily decreasing in math. The MGP in math is still above state expectations at 62, yet the decline from 69 is notable.	The Median Growth Percentile in math has steadily decreased from 68 to 62 from 2008 to 2012.	Teachers have not yet mastered how to be fully responsive to the instructional needs of students who struggle and those who excel in mathematics.

	2008	2009	2010	2011	2012
Math	68	69	67	65	62
Reading	67	72	62	55.5	63
Writing	67	58	61	66.5	67



	2008	2009	2010	2011	2012
FRL	69	67	73	71.5	49
Non-FRL	67	70	66	63.5	68

In 2010 and 2011, students qualifying for Free or Reduced Lunch had a higher Median Growth Percentile (MGP) than their peer group. This changed in 2012 with the MGP of students qualifying for FRL dropping by 22.5.



	Non-Minority Math	Minority Math	Non-Minority Reading	Minority Reading	Non-Minority Writing	Minority Writing
2010	68.5	61	62	63	62.5	56
2011	64.5	68	54.5	62.5	63.5	69
2012	65	44	70	48	70	55

TCAP Subgroup Gap Reading: Hispanic/White

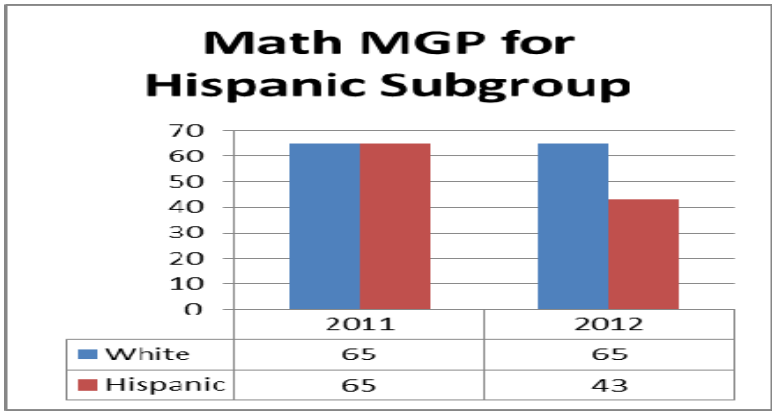
	Hispanic	*White*	*Gap*
2011	*57.5*	*56*	*+1.5*
2012	*44*	*71*	*27*
	-13.5	*+15*	

Hispanic students had a higher MGP than white students in 2011. The gap grew to 27 in 2012.

TCAP Subgroup Gap Writing: Hispanic/White

	Hispanic	*White*	*Gap*
2011	*67.5*	*67*	*+.5*
2012	*51.5*	*70.5*	*19*
	-16.5	*+3.5*	

Hispanic students had a higher MGP than white students in 2011. The gap grew to 19 in 2012.



TCAP Subgroup Gap Math: Hispanic/White

Hispanic students had the same MGP as white students in 2011. The gap grew to 22.5 in 2012. This is the largest subgroup growth gap.

Academic Growth Gaps			
Post Secondary & Workforce Readiness			

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Data Narrative for School

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

Data Narrative for School

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

Narrative:

Description of School and Process for Data Analysis

University Park Elementary school is an urban school in southeast Denver. In the 2011-2012 school year, we had approximately 425 students in grades K-5. Our top ethnic groups are White (64%), Hispanic (16.7%), Asian (6.4%), and Multiple Races (6.6%). Twenty seven percent of students qualify for free and reduced lunch. One hundred percent of our teachers are Highly Qualified and are certified to teach English language learners.

In the fall of 2012, we included teachers, our School Leadership Team and our Collaborative School Committee in a series of meetings to review current performance, analyze data, determine the root cause of priority focus areas, and ultimately to develop a plan for addressing these focus areas.

Review Current Performance

On August 22nd, our staff convened to review last year's Unified Improvement Plan goals as well as the 2012 TCAP status and growth performance of our 3rd-5th grade students. We shared this information with parents at Back to School Night on August 30th and with the Collaborative School Committee on September 5th. Our results were as follows:

	Targets for 2011-12 School Year	*Performance in 2011-12? Was the target met? How close was school in meeting the target?*
Status	By the end of the 2011-12 school year, 72% of our students will score proficient or advanced on the Writing TCAP.	We had 68% of our students score proficient or advanced on the 2011-12 Writing TCAP. **The target was not met.**
Growth	The Median Growth Percentile on the 2011-12 Writing TCAP will be at or above 66.	The Median Growth Percentile on the 2011-12 Writing TCAP was 67. **The target was met.**

We began our work on writing in the 2010-11 school year. Our root cause analysis at that time identified that our students struggled with short constructed response questions because we had not explicitly taught quick writing. After implementing school-wide quick write practices and doing preliminary work to develop writing rubrics, our writing scores rose to 70% proficient and advanced in 2010-11 from 64% in 2009-2010. In 2011-12, the percentage of students scoring proficient and advanced decreased to 67%. Students continued to improve their proficiency in short constructed written responses as we continued our school wide practice of quick writes. I believe this also helped our median growth percentile to continue increasing. We believe our overall proficiency decreased, however, because we did not continue our work to establish a trajectory of consistent, rigorous expectations.

Trend Analysis

During the month of September, 2012, the staff convened several times to analyze our data from TCAP. On September 20th, the whole staff worked in collaborative groups to analyze disaggregated school-wide and grade level data for each content area as well as performance bands for each content area, median growth percentiles and the sub groups of Free or Reduced Lunch and Hispanic. When reviewing our disaggregated school performance, we started off by asking whether or not there was a difference between groups. Then, we wrote descriptive trend statements based on data from the past 3-5 years. The teachers identified the areas where there are significant gaps in our student performance.

The percent of students in grades 3-5 who scored proficient or advanced in **Writing** ↓by **3**% between 2011 and 2012. The overall school MGP (median growth percentile) for **Math** has steadily ↓from **69** to **62** between 2009 and 2012. In 2011, **84**% of 4th grade students were proficient/advanced in **Math**. The next year (2012), only **76**% of the same group of students were proficient/advanced in 5th grade **Math**. Similarly, in 2010-2011, the cohort from 4th to 5th grade ↓by 4 %.	**Writing Status** (all grades): 2011: 70% 2012: 67% **Math Status** (grades 4-5): 2011 (4th grade): 84% 2012 (5th grade): 76%
5th grade students' MGP (median growth percentile) ↓by **5** points in **Reading**, **9.5** points in **Writing**, and **13.5** points in **Math** in 2012, as compared to their scores from 4th grade (2011). Between 2008-2011, the MGP has consistently ↓from 4th to 5th grades (varying from 13.5 to 24 points across the years and content areas).	**Reading** MGP (4th→5th): ↓5points **Writing** MGP(4th→5th): ↓9.5points **Math** MGP(4th→5th): ↓13.5points

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Focus

In **Writing**, the gap between students qualifying for Free/Reduced Lunch and non-Free/Reduced Lunch students has averaged **34**% (over the last 5 years). The MGP was **20** points lower for students qualifying for Free/Reduced Lunch in 2012, but the average difference between FRL and non-FRL over the past 5 years has been **2.6** points. *The MGP gap for FRL and non-FRL students in Writing is new in 2012.* In **Math**, the average gap between students qualifying for Free/Reduced Lunch and non-Free/Reduced Lunch students has been **25**% (over the last 5 years). The MGP was **19** points lower for students qualifying for Free/Reduced Lunch in 2012, but the average difference between FRL and non-FRL over the past 5 years has been **3.8** points. *The MGP gap for FRL and non-FRL students in Math is new in 2012.*	**Writing Gaps** FRL--------34 %------Non-FRL (status) FRL-------20 pts------ Non-FRL (growth) **Math Gaps** FRL--------25 %------Non-FRL (status) FRL------19 pts-------Non-FRL (growth)	
In **Writing**, there was a 23% gap between Hispanic and non-Hispanic students scoring proficient/advanced in 2012. The MGP was also **22.5** points lower for Hispanic students. In **Math**, there was a 30% gap between Hispanic and non-Hispanic students scoring proficient/advanced in 2012. The MGP was also **19** points lower for Hispanic students.	**Writing Gaps** Hispanic-----23%-----Non-Hispanic (status) Hispanic---22.5 pts--- Non-Hispanic (growth) **Math Gaps** Hispanic------30 %----Non-Hispanic (status) Hispanic--19 pts------- Non-Hispanic (growth)	
In **Reading,** the gap between ELLs and non-Ells scoring proficient/advanced was 29%. In **Writing,** the gap between ELLs and non-Ells scoring proficient/advanced was 25%. In **Math,** the gap between ELLs and non-Ells scoring proficient/advanced was 14%.	**Reading Gaps** ELL--------29 %------Non-ELL (status) **Writing Gaps** ELL--------25 %------ Non-ELL (status) **Math Gaps** ELL--------14 %------ Non-ELL (status)	

Priority Performance Challenges

Our School Leadership Team met on September 21st, 2012 to review the Trend Statements developed by the teachers, did a careful data analysis of subgroups, and prioritized two Performance Challenges, namely:

- Writing performance is 16 percentage points below Math, 13 percentage points below Reading, and 3 percentage points below Science.
- The Median Growth Percentile in math has steadily decreased from 68 to 62 from 2008 to 2012. (growth)

These priority performance challenges were corroborated by the School Performance Framework. While we scored "Meets" or "Exceeds" for every category in "*Student Progress Over Time*" and "*Student Achievement Level Status*", we were "Approaching" in the categories of "FRL Subgroup Growth Comparisons" and "Minority Subgroup Growth Comparisons."

Root Cause Analysis

Root cause analysis was conducted as a two-part conversation. Part I involved the entire school staff on September 25th, 2012. The School Leadership Team took these two Priority Performance Challenges back to the staff to begin brainstorming possible explanations for these two challenges.. We then removed explanations that we could not control or that were not supported by data. We consolidated and 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:

Writing:

- We need to explicitly teach the craft of writing within the scope and sequence
- We need to explicitly teach academic language of genres and structures of genres
- We need to provide opportunity to think aloud and develop oral language first with models
- We need student engagement – whether they are passionate about writing or not
- We need consistently taught structures and supports

Math

- We need to hold all students accountable to high levels of rigor in conceptual understanding, procedural skill and fluency, and application
- We need to provide extra practice and support for some to reach high levels
- Students need to be able to read questions and know what to do
- Students need to be able to write about their thinking in math
- Students need visual support
- Need to explicitly teach math academic language

The School Leadership Team reconvened on September 26th to conduct a Five Whys protocol to determine Root Cause from the possible explanations developed by the staff.

Writing (Status):

1. Mentor Texts and Exemplars. Because of demands in the curriculum, teachers have given less emphasis to mentor texts. Students (especially those who are not from language rich home environments) need mentor texts to provide a model of what good writing looks like, to encourage students to take risks in their writing, to try something new, and to help teachers to "show" not just "tell" students what good writing looks like. Similarly, students need to be able to see examples of proficient student writing that meets the grade level expectations.
2. Academic Language. Students need to be taught the specific academic language that is expected of them in Writing and Math. Native and Proficient English speakers alike need to be explicitly taught the language of instruction and assessment.

3. Grade-level continuum. For many years, teachers have followed the district's instructional planning guides, but have not necessarily worked together in teams to articulate the expectations from grade to grade, or even across classrooms. What is considered rigorous in one classroom may be considered basic in another. All teachers and students need to know what is expected in Writing at each grade level.

Math (Growth):

1. Differentiation. Presenting the curriculum as is to every class is not appropriate if it does not address the real time needs of the individuals in the class. Teachers need to be more responsive to students who struggle and to those who excel.
2. Academic Language. Just as in Writing, students need to be taught the academic language of Math. Because the academic language of Mathematics can be very abstract, students need explicit instruction in how to make meaning of unfamiliar words, concepts, and processes.
3. Implementation of the curriculum. While many teachers have implemented the Everyday Math curriculum and all of its elements with fidelity, there are several teachers on the staff who struggle with implementing some of the Everyday Math components- the very same components that would support our struggling learners.

In the end, the School Leadership Team agreed on the following as the Root Causes.

- Teachers do not have a common understanding of rigor and common expectations from grade level to grade level in writing.
- Teachers have not yet mastered how to be fully responsive to the instructional needs of students who struggle and those who excel in mathematics.

Verification of Root Cause:

Writing: After determining Root Cause as a faculty, grade level teams looked at individual student data and identified that the majority of students who scored Partially Proficient on the 2012 TCAP were on the cusp of proficiency. Since many of our students who are identified as minorities and / or qualify for Free or Reduced Lunch are also in this group, targeting this area will result in increased status in writing as well as progress toward closing the achievement gap.

Math: Classroom walk-throughs using the Leading Effective Academic Practices Framework for Effective Teaching confirmed that differentiation that addresses students' instructional needs and efforts to ensure all students actively and appropriately use academic language in math are areas that can use improvement.

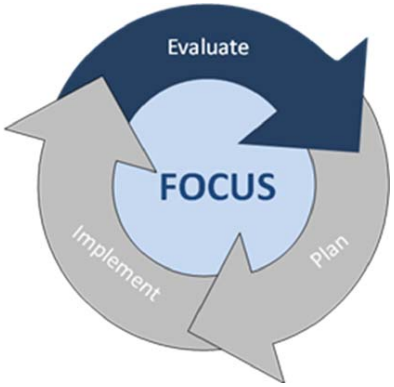
ONGOING

Interim Measures

In order to monitor the effectiveness of our Action Plan, we will examine interim measures as a school in Writing and Math in December, 2012 and in May, 2013. Grade level teams will use this interim data to develop instructional interventions This progress toward our goal will be shared with the Collaborative School Committee.

Section IV: Action Plan(s)

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



School Target Setting Form

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

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

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2012-13	Annual Performance Targets 2013-14	Interim Measures for 2012-13	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R					
		M					
		W	Writing performance is 16 percentage points below Math, 13 percentage points below Reading, and 3 percentage points below Science.	Increase the percentage of students scoring proficient or advanced from 68%. To 75%.	Increase the percentage of students scoring proficient or advanced from to 75% to 77%.	Baseline in September: 2nd Grade – 26% 3rd Grade – 38% 4th Grade – 59% 5th Grade – 59% Target in December: 2nd Grade – 46% (+20%) 3rd Grade – 58% (+20%) 4th Grade – 74% (+15%) 5th Grade – 74% (+15%) Target in May: 2nd Grade – 66% (+20%) 3rd Grade – 78% (+20%) 4th Grade – 84% (+10%) 5th Grade – 84% (+10%)	Improve writing instruction for all students by developing a shared understanding of writing expectations at each grade level.
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M	The Median Growth Percentile in math has steadily decreased from 68 to 62 from 2008 to 2012.	The Median Growth Percentile will be at or above 65.	The Median Growth Percentile will be at or above 65.	October scores: K – 92% 1st Grade – 88% 2nd Grade – 80% 3rd Grade – 69%	Differentiate math instruction through the Everyday Math curriculum so that all students achieve rigorous levels of

						4th Grade – 73% 5th Grade – 70% Target in December: K – 92% 1st Grade – 88% 2nd Grade – 85% (+5%) 3rd Grade – 79% (+10%) 4th Grade – 79% (+6%) 5th Grade – 79% (+9% b) Target in May: K – 92% 1st Grade – 88% 2nd Grade – 85% 3rd Grade – 85% (+6%) 4th Grade – 85% (+6%) 5th Grade – 85% (+6%)	achievement.
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

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

Priority Performance Challenge: Writing performance is 16 percentage points below Math, 13 percentage points below Reading, and 3 percentage points below Science.

Root Cause(s) Addressed: Teachers do not have a common understanding of rigor and common expectations from grade level to grade level in writing.

Major Improvement Strategy #1: Improve writing instruction for all students by developing a shared understanding of writing expectations at each grade level.

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)
Work with teachers to develop a bank of student exemplars and mentor texts that reflect a variety of genres	2012-13 & 2013-14	Staff, Teacher leaders, administrative assistant, principal	School budget	Evidence of mentor texts and exemplars used with students as seen in walk-throughs & observations	In progress
Explicitly teach academic language necessary to write proficiently in a variety of genres.	2013-14	Staff, Teacher leaders, administrative assistant, principal	School budget Common Core State Standards	Evidence of academic language on word walls and in student vocabulary books. Evidence of students using academic language in speaking and writing.	In progress
Vertical teaming using the Common Core State Standards to create grade level rubrics in writing	2012-13 Thursday mornings	Staff, Teacher leaders, administrative assistant, principal	School budget CCSS Standards Rubrics 2	Evidence of revised rubrics used in instruction	In progress

Analyzing student data and student writing	2012-13 Team meetings	Staff, Teacher leaders, administrative assistant, principal	School budget Rubrics Interim Data	Evidence of revised rubrics used in instruction to improve student revisions and editing.	In progress
Continuing to refine the Quick Write process	2012-13 & 2013-14	Staff, teacher leaders, administrative assistant, principal	School budget Writing Curriculum Based Measure Processes	Evidence of consistent Quick Write instruction school-wide	In progress
Developing a scope and sequence for extended writing pieces	2013-14	Staff, Teacher leaders, administrative assistant, principal	School budget	Evidence of scope and sequence in instruction seen in walk-throughs and observations	In progress
Continue to ensure content language objectives (CLOs) are consistently articulated to students and support student language development	2012-13 & 2013-14	Staff, Teacher leaders, AA, principal	School budget WIDA resources	Evidence of CLOs used in instruction during walk-throughs & observations	In progress
Shift instruction to emphasize more informational and persuasive texts	2013-14	Staff, Teacher leaders, administrative assistant, principal	School budget Interdisciplinary units	Evidence of informational and persuasive texts in planning and in walk-throughs & observations	In progress
Implement a modified lesson study practice to allow teachers to collaboratively plan writing lessons, observe the lesson in practice, and examine resulting student work in order to inform future instruction	2012-13 5 opportunities	Staff, teacher leaders, administrative assistant, principal	School budget Developmental Studies Center resources	Teacher participation in lesson study	In progress
Develop and utilize monthly writing prompts that connect to specific units of study to use as formative assessments	2012-13 & 2013-14	Staff, teacher leaders, administrative assistant, principal	District pilot of common core prompts	Participation in planning sessions to revise instruction according to results from scored assessments	In progress
Develop school-wide writing homework practices to have students practice prompt writing at home. Rubrics will be shared with parents.	2013-14	Staff, teacher leaders, administrative assistant, principal, parents	Rubrics	Assess impact through student progress on monthly formative assessments.	In progress

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

Major Improvement Strategy #2:

Priority Performance Challenge: The Median Growth Percentile in math has steadily decreased from 68 to 62 from 2008 to 2012.

Root Cause(s) Addressed: Teachers have not yet mastered how to be fully responsive to the instructional needs of students who struggle and those who excel in mathematics.

Major Improvement Strategy #2: Differentiate math instruction through the Everyday Math curriculum so that all students achieve rigorous levels of achievement.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	**Timeline** (2012-13 and 2013-2014)	**Key Personnel***	**Resources** (Amount and Source: federal, state, and/or local)	**Implementation Benchmarks**	**Status of Action Step*** (e.g., completed, in progress, not begun)
Common planning of instructional tasks with an emphasis on differentiated scaffolds and support so that all students can show proficiency	2012-13 & 2013-14	Staff, teacher leaders, administrative assistant, principal	School budget	Calendar of collaborative planning and examination of student work	In progress
Examine student work in grade level teams to assess student understanding and to plan for instruction	2012-13 & 2013-14	Staff, teacher leaders, administrative assistant, principal	School budget	Calendar of collaborative planning and examination of student work	In progress
Engage in a modified lesson study protocol to observe instruction of a collaboratively planned lesson	2013-14	Staff, teacher leaders, administrative assistant, principal	School budget	Calendar of teacher observations	In progress
Vertical professional development to identify differentiation tools and resources in Everyday Math	August/September 2012	Staff, teacher leaders, administrative assistant, principal	School budget	Professional development calendar – evidence of differentiation monitoring	Complete

				through walk throughs and observations	
Developing a team of teacher leaders who will be able to articulate and share a common understanding of the Common Core State Standards and rigor in math	2012-13 & 2013-14	Staff, teacher leaders, administrative assistant, principal	School budget	Teacher leadership academy and School Leadership Team notes	In progress
Book study of *Classroom Differentiation in Practice*	2012-13	Staff, teacher leaders, administrative assistant, principal	School budget	Professional development calendar – teacher implementation of strategies as observed through walk-throughs	In progress
We will explicitly teach the academic language students need in order to read mathematical problems and to share their mathematical thinking orally and in writing.	2013-14	Staff, teacher leaders, administrative assistant, principal	School budget	Observation of teacher and student use of academic language as observed through walk-throughs	In progress