

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 9050 School Name: VALVERDE 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?	
		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	71.65%	-	-	31.76%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	31.54%	-	-	
		W	53.52%	-	-	30.2%	-	-	
		S	47.53%	-	-	26.32%	-	-	
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: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	62	-	-	47	-	-	
		M	78	-	-	50	-	-	
		W	74	-	-	65	-	-	
ELP	42	-	-	44	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

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

Section II: Improvement Plan Information

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

Additional Information about the School

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

Improvement Plan Information

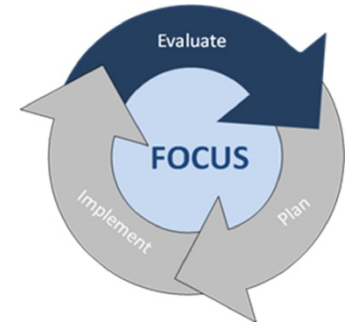
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Franziska Zenhausern, Principal
	Email	Franziska_Zenhausern@dpsk12.org
	Phone	720-424-3250
	Mailing Address	2030 W. Alameda Ave, Denver, CO 80223
2	Name and Title	Janel Possiel, Special Education Chair & SLT Member
	Email	Janel_Possiel@dpsk12.org
	Phone	720-424-3250
	Mailing Address	2030 W. Alameda Ave, Denver, CO 80223

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)	Subject	% Prof + Target	Subject	% Prof +	Result	Students entered 3 rd and 4 th grade already with significant gaps in knowledge and skills. Teachers were unable to close those gaps and accelerate performance. There was no consistent focus on cusp students, and RtI support was limited. Highly effective Science instruction in 5 th grade through platooning.
	Reading	40%	Reading	31%	-9% Not met	
	Math	40%	Writing	30%	-10% Not met	
	Writing	37%	Math	28%	-9% Not met	
	Science	15%	Science	29%	+14% Met	
Academic Growth	Subject	MGP Target	Subject	MGP	Result	School-wide PD focus on Writing using Write Tools and Teacher Leader led Learning Labs. Monthly data tracking by grade level of writing performance using monthly prompts. Increased supervision and feedback on teacher effectiveness through the LEAP Pilot.
	Reading	45	Reading	47	+2 Met	
	Math	45	Math	50	+5 Met	
	Writing	45	Writing	65	+20 Met	

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 Growth Gaps	Groups	MGP Target	Groups	MGP	Gap	<p>97% of students are economically disadvantaged, so that encompasses the majority of the student body resulting in no gap.</p> <p>ELLs have traditionally outperformed native speakers at Valverde. They encompass 69% of the population, limiting the gap due to numbers. In 2011/2012, ELA-S teachers showed stronger effectiveness as measured by the DPS teacher effectiveness framework.</p> <p>83% of families identify themselves as Hispanic, which again encompasses the majority of the student body resulting in no or limited gap.</p>
	<u>Reading</u>		<u>Reading</u>			
	School-Wide	45	School-Wide	47		
	FRL	45	FRL	47	0 No Gap	
	ELL	45	ELL	47	0 No Gap	
	Hispanic	45	Hispanic	45	-2 Small Gap/ Target Met	
	<u>Math</u>		<u>Math</u>			
	School-Wide	45	School-Wide	50		
	FRL	45	FRL	50	0 No Gap	
	ELL	45	ELL	57	+7 No Gap	
	Hispanic	45	Hispanic	51	+1 No Gap	
	<u>Writing</u>		<u>Writing</u>			
School-Wide	45	School-Wide	65			
FRL	45	FRL	65	0 No Gap		
ELL	45	ELL	72	+7 No Gap		
Hispanic	45	Hispanic	68	+3 No Gap		
Post Secondary Readiness	N/A		N/A			

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>The percentage of 3rd grade students who scored proficient or advanced in Reading, Writing, or Math, has remained stagnant between 2008 and 2012 and is well below state expectations of 72 in reading, 71 in math, and 54 in writing.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>27%</td> <td>30%</td> <td>24%</td> <td>28%</td> </tr> </tbody> </table> </div> <p>The percent of tested students who scored proficient or advanced on TCAP/CSAP Reading has remained stagnant between 2009 and 2012 and is far below state expectation of 72%.</p>		2008	2009	2010	2011	2012	Reading	27%	27%	30%	24%	28%	<p>The percent of tested students who scored proficient or advanced on TCAP/CSAP Reading has remained stable between 2009 and 2012 and is far below state expectation of 72%.</p>	<ul style="list-style-type: none"> - Inconsistent implementation of the Reader's Workshop Model - Not everyone was implementing guided reading instruction - Inconsistent use of data to effectively differentiate instruction - Lack of a consistent RtI System to provide targeted interventions - Inconsistent or incoherent professional development over the past 5 years
	2008	2009	2010	2011	2012										
Reading	27%	27%	30%	24%	28%										

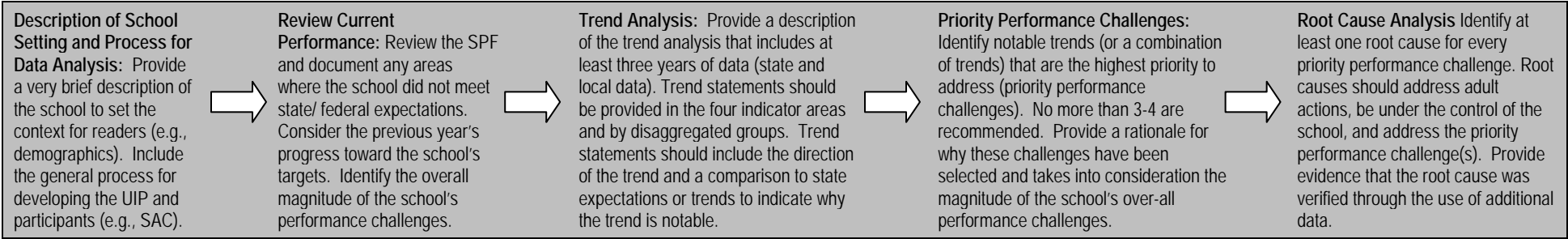
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p style="text-align: center;">TCAP Math</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Math</td> <td>37%</td> <td>36%</td> <td>40%</td> <td>34%</td> <td>30%</td> </tr> </table> <p>The percentage of 3rd through 5th grade students who scored proficient or advanced in TCAP/CSAP Math has declined between 2008 and 2012 and is far below state expectations of 71.</p>		2008	2009	2010	2011	2012	Math	37%	36%	40%	34%	30%	<p>The percentage of 3rd through 5th grade students who scored proficient or advanced in TCAP/CSAP Math has declined between 2008 and 2012 and is far below state expectations of 71.</p>	<ul style="list-style-type: none"> - Inconsistent use of data to effectively differentiate instruction - Lack of accessing supplemental resources for targeted instruction and interventions - Inconsistent or incoherent professional development over the past 5 years - Lack of focus on school-wide Math improvement
	2008	2009	2010	2011	2012										
Math	37%	36%	40%	34%	30%										
	<p style="text-align: center;">TCAP Writing</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>19%</td> <td>20%</td> <td>25%</td> <td>22%</td> </tr> </table> <p>The percentage of 5th grade students scoring proficient or advanced in TCAP/CSAP Writing has increased between 2008 and 2012 but is still below the state expectation of 54.</p>		2008	2009	2010	2011	2012	Writing	13%	19%	20%	25%	22%		<ul style="list-style-type: none"> - Explicit focus on writing PD in 2012-2013 - School-wide implementation of WriteTools and use of graphic organizers - Tracking of writing proficiency school-wide using monthly prompts
	2008	2009	2010	2011	2012										
Writing	13%	19%	20%	25%	22%										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	Goals met		
Academic Growth Gaps	Goals met		
Post Secondary & Workforce Readiness	Not applicable		

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



Narrative:

Description of School Setting and Process for Data Analysis

Valverde Elementary School is located in Southwest Denver with an enrollment of about 400 students in ECE through 5th grade. Traditionally, the school offered a transitional Spanish bilingual program to its English Learners but the school began piloting a new Spanish-English dual language program in ECE and Kindergarten last year that has rolled up to 1st grade in 2012. The goal is for all students and staff members to be bilingual by 2017. According to the DPS School Performance Framework, 97% of students qualify for free or reduced lunch (FRL), 96% are a minority, 69% of students are English Learners, and 10% are Unique Learners. When combining the percentages of FRL, ELs, Special Education, and Mobility Rate, only eight other elementary schools in Denver are more heavily impacted than Valverde.

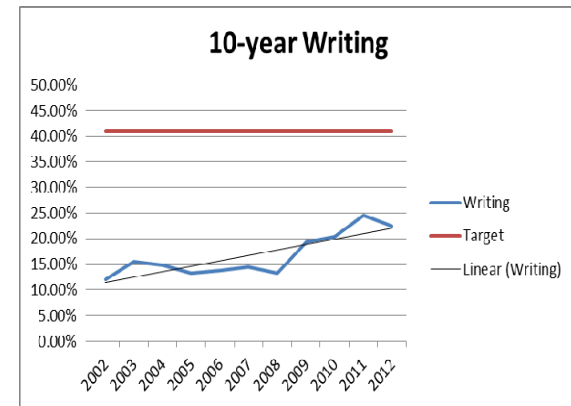
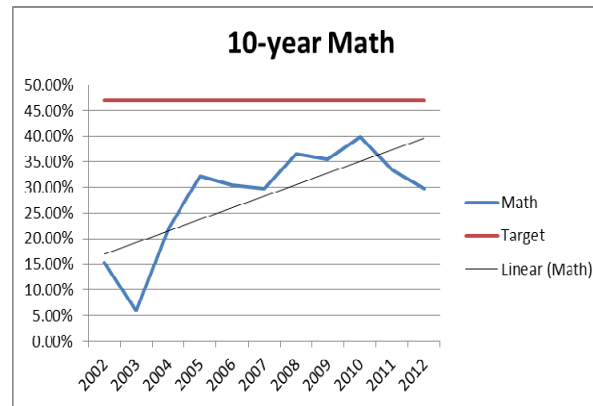
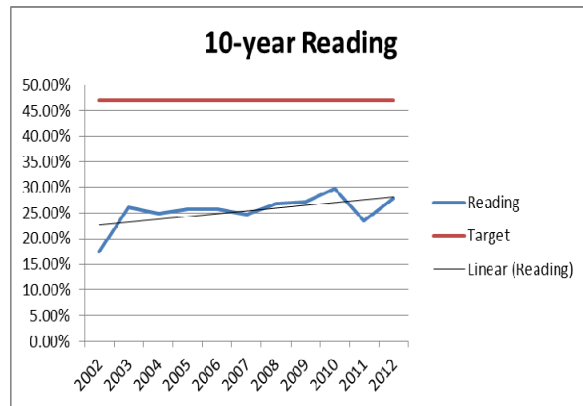
To develop the UIP, the School Leadership Team including it's the school's teacher leaders and the teacher effectiveness coach, met to analyze data trends in October of 2012. The team proposed root causes and looked at other school's UIPs with similar Priority Performance Challenges to identify possible Action Steps. Concurrently, data teams have been working on a school-wide data wall that analyzes and visualizes current achievement data. A first draft will be shared with the whole staff, parent leaders, and the Collaborative School Committee (CSC) in November, to receive feedback and collaboratively refine our improvement strategies.

Review of Current Performance and Trend Analysis\

Overall, the school's Summary Scorecard declined from "Meets Expectations" (green) in 2009 to "Accredited on Watch" (yellow) in 2010 and "Accredited on Priority Watch" (orange) in 2011. This downward trend was reversed in 2012 back to "Accredited on Watch" (yellow). If the DPS' Department of Assessment, Research, and Evaluation had not changed the SPF system and combined two years of performance, the school's Summary Scorecard for 2012 would have been "Meets" (green). Between 2009 and 2012 there was little teacher mobility in 3rd through 5th grade (1 teacher), but there was a change in leadership between 2009 and 2010 as well as 2011 and 2012. Attendance has remained stable. Interestingly, parent and teacher satisfaction with the leadership has been inversely related to the school's overall performance. According to parents attending the 2011 SPF information meeting, they were unaware of the magnitude of the school's performance challenges. At the same time, CSC members reported during our meetings that the measures taken in 2011/2012 to increase the quality of education including a program change and the replacement of over half the school's teachers created trepidation among parents.

The magnitude of the school's performance challenge is immense considering that 3/4s to 2/3s of students have consistently scored below proficiency in all subjects. The increase over the last 10 years in proficiency rates has only been about 10% in all subjects. Looking at the trend lines, students are most likely to reach the target in Math. Our Valverde students deserve equitable access to

a high quality education, and we will work tirelessly to ensure that we achieve this goal.



CSAP/TCAP Status

% Proficient+	2009	2010	2011	2012
Reading	27.1%	29.7%	31.7%	31.0%
Writing	19.4%	20.4%	33.1%	30.0%
Math	35.6%	39.8%	33.1%	31.0%
Science	22.0%	7.0%	4.0%	26%
Lectura	56.8%	61.5%	68.4%	47%
Escritura	59.1%	61.5%	67.6%	55%

With regard to trends in TCAP Status, Reading proficiency rates have remained largely stagnant over the past four years, whereas Math is showing a slight downward trend and Writing a slight upward trend. Nonetheless, with less than a third of students proficient in Reading, Writing, and Math, our performance remains far below ours as well as State expectations. Third graders taking the TCAP Reading and Writing test in Spanish (Lectura and Escritura) continue to outperform their non-EL peers, but there has been a sharp decline in proficiency levels in the past year.

CSAP/TCAP Growth

Median Growth Percentile	2009	2010	2011	2012
Reading	62.0	48.0	33.0	46.5
Writing	75.0	49.5	36.5	65.0
Math	56.5	48.0	59.0	50.0

In Reading and Writing, the Median Growth Percentile (MGP) had a sharp decline between 2010 and 2011. The downward trend was reversed in 2012, showing strong growth, especially in Writing. Both Reading and Writing growth exceeded DPS Target expectations of 45 but continue to fall far below the State expectations of 62 in Reading and 74 in Writing. The overall trend in Math growth is a downward slope. Even though it met the DPS target of 45 consistently, it is still far below the State expectations of 78.

CELA

CELA Growth	2010	2011	2012
	64	44	43

Although CELA Growth rates are exceeding the state expectations of 42, there is a general downward trend when looking at the past three years. Analyzing growth reports in more detail, most of our students remain stagnant at Level 4 and do not reach Level 5 Proficiency where higher-level thinking and literacy skills are required. This corresponds to our findings in terms of our literacy data.

In past years, ELs sometimes outperformed Non-ELs on the DRA. Last year, this was the case in Kindergarten and 4th grade. Overall, Spanish-speaking students are far more likely to read at grade level than their English-speaking peers when tested in their native language. DRA and EDL scores in 3rd grade were slightly lower than TCAP Reading and Lectura proficiency, but correlated. In 4th and 5th grade, students' proficiency levels on the DRA were higher than on TCAP.

% At or Above Grade Level	K	1	2	3	4	5
DRA Non-EL's	9%	28%	29%	29%	15%	71%
DRA EL's	20%	3%	15%	7%	24%	36%
DRA Combined					21%	52%
EDL	76%	75%	63%	43%	34%	76%
TCAP Reading				35%	12%	45%
TCAP Lectura				47%		

Priority Challenges

The percent of tested students who scored proficient or advanced on TCAP/CSAP Reading has remained stable between 2009 and 2012 and is far below state expectation of 72%.

The percentage of 3rd through 5th grade students who scored proficient or advanced in TCAP/CSAP Math has declined between 2008 and 2012 and is far below state expectations of 71%.

Root Cause Analysis

Below are a list of root causes that were brainstormed by our SLT and Teacher Leaders:

- Inconsistent implementation of the readers' workshop
- Lack of understanding of reading development and best practices

- some of us do guided reading and some of us don't
- some of us don't know their reading data, we don't know how to manage our data, or analyze it
- we are not accessing additional resources to address the needs identified in the data
- we don't provide differentiated instruction
- we have an inconsistent understanding of the components of the readers' workshop
- inconsistent training or PD over a long time
- time spent on reading is inconsistent
- inconsistency of efficiency or time allocated to tasks within the readers' workshop
- gaps that are not identified
- inconsistent use of the RtI system
- Inconsistent use of academic and prompting language within reading and Math instruction
- More fidelity to the curriculum in Math leading to overall higher status
- Lack of focus on Math in PD and teacher preparation

Verification of Root Cause

Observation data collected by the principal and our TEC confirm inconsistencies with regard to the readers' workshop. Some teachers do not implement guided reading consistently while others have time allocated to it but the strategies use are more choral reading rather than strategic guided reading. SIT team members see teachers struggle with collecting and analyzing data in order to improve their instruction and provide strategic interventions. SIT forms are frequently incomplete when submitted to the SIT chair. PD Agendas from prior years indicate literacy being consistently prioritized over Math. There is no evidence for Reading or Math data having been collected and analyzed consistently school-wide in the past.

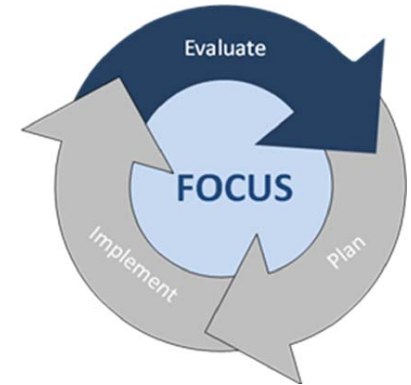
Section IV: Action Plan(s)

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	The percent of tested students who scored proficient or advanced on TCAP/CSAP Reading has remained stable between 2009 and 2012 and is far below state expectation of 72%.	47%	54%	<ul style="list-style-type: none"> STAR Testing in October, December, and May CBLA Testing (DRA) in August, January, and April Monthly Progress Monitoring through guided reading tracking forms 	<ol style="list-style-type: none"> Consistent and effective implementation of the reader's workshop model. Effective analysis and use of data to guide and differentiate instruction.
		M	The percentage of 3 rd through 5 th grade students who scored proficient or advanced in TCAP/CSAP Math has declined between 2008 and 2012 and is far below state expectations of 71.	47%	53%	<ul style="list-style-type: none"> Interim Math Testing in October, December, and May Unit Tests at the end of every unit Everyday Math Pre and Post tests beginning and end of the year 	<ol style="list-style-type: none"> Effective analysis and use of data to guide and differentiate instruction..
		W	Will continue to implement strategies from 2010-2011 UIP, but not a priority challenge as writing growth indicates progress.	41%	44%	<ul style="list-style-type: none"> Interim Writing Testing in September, December, and May Monthly grade-level writing prompts 	<ol style="list-style-type: none"> Effective analysis and use of data to guide and differentiate instruction.
		S	Goals Met	23%	31%		

Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		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.

Major Improvement Strategy #1: Consistent and effective implementation of the reader’s workshop model.

Root Cause(s) Addressed: Inconsistent implementation of the Readers’ Workshop, lack of understanding of reading development and best practices in strategic guided reading instruction, inconsistent professional development

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)
Hire a facilitator to support teachers in improving literacy instruction.	May 2012-December 2012	Personnel Committee	0.25 FTE Mill Levy Facilitator funds 0.15 FTE Title II Facilitator funds 0.6 School Improvement Funds	Candidate passes qualification test by November and replacement teacher is found by December 2012.	In Progress
Grade-Level weekly collaborative planning of core reading instruction and guided reading (focus on fidelity, consistency, best practices, and progress monitoring). Gradual release of responsibility to teacher leaders and teams.	Ongoing August 2012-June 2014	Teachers, Teacher Leaders, Facilitator, Teacher Effectiveness Coach, Administrators	<u>Financial resources:</u> Guest teacher funds for learning labs (\$TBD) <u>Other resources:</u> Modified Valverde SIOP lesson plan for core instruction Munroe guided reading	Agendas and notes are submitted consistently by November of 2012. Lesson plans consistently meet expectations by May 2013. Components of the Readers’ Workshop are consistently in place by February of 2013.	All but one team (in progress) In Progress In Progress

			lesson plan	<p>Teachers meet their Reading SGOs by May 2013.</p> <p>All teachers increase their effectiveness as measured by the LEAP Framework in their two focus areas by one performance band each year (May 2013 and May 2014)</p>	<p>In progress</p> <p>In progress</p>
<p>Weekly team building and differentiated professional development in grade level and vertical teams using:</p> <p><i>*The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader</i> by Jan Richardson</p> <p>*DPS Best Practices and Look Fors for the Readers' Workshop</p> <p>*LEAP Framework for Effective Teaching</p> <p>Gradual release of responsibility to teacher leaders and teams.</p>	<p>Wednesdays, August 2012- June 2014</p>	<p>Teachers, Teacher Leaders, Facilitator, Teacher Effectiveness Coach, Administrators</p>	<p><u>Financial resources:</u></p> <p>1.0 FTE TEC provided by the district</p> <p>Teacher extra pay provided by the district for Teacher Leaders (~\$2000)</p> <p>0.25 FTE Mill Levy Facilitator funds</p> <p>0.15 FTE Title II Facilitator funds</p>	<p>Lesson plans consistently meet expectations by May 2013.</p> <p>Components of the Readers' Workshop are consistently in place by February of 2013.</p> <p>Teachers meet their Reading SGOs by May 2013.</p> <p>All teachers increase their effectiveness as measured by the LEAP Framework in their two focus areas by one performance band each year (May 2013 and May 2014)</p>	<p>In progress</p> <p>In progress</p> <p>In progress</p> <p>In progress</p>
<p>Individualized PD and support</p>	<p>August 2012-</p>	<p>Teachers, Teacher Leaders, Facilitator,</p>	<p><u>Financial resources:</u></p>	<p>All teachers increase their effectiveness as</p>	<p>In progress</p>

<ul style="list-style-type: none"> - Coaching: Coaching cycles (observation, co-teaching, co-planning, modeling, feedback); Learning Labs - Peer support: Individual support by teacher leaders (shared planning, observation, modeling, feedback loop) - Online resources (DPS video exemplars or best instructional practices, self-study modules, professional readings, cohort studies etc.) 	<p>June 2014</p>	<p>Teacher Effectiveness Coach, Administrators</p>	<p>1.0 FTE TEC provided by the district Teacher extra pay provided by the district for Teacher Leaders (~\$2000) 0.25 FTE Mill Levy Facilitator funds 0.15 FTE Title II Facilitator funds</p>	<p>measured by the LEAP Framework in their two focus areas by one performance band each year (May 2013 and May 2014)</p>	
<p>Implementation of the "Lesson Study" model in grade level teams and peer observations both in grade levels and vertically through "Learning Labs" protocols.</p>	<p>Twice a school-year per grade level, second semester, tied to UbD Backward Design and Data Cycles</p>	<p>Teachers, Teacher Leaders, Facilitator, Teacher Effectiveness Coach, Administrators</p>	<p><u>Financial resources:</u> 1.0 FTE TEC provided by the district Teacher extra pay provided by the district for Teacher Leaders (~\$2000) 0.25 FTE Mill Levy Facilitator funds 0.15 FTE Title II Facilitator funds</p>	<p>75% of best practices are observed during learning walks and evident in lesson studies.</p>	<p>In progress</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: Effective analysis and use of data to guide and differentiate instruction.

Root Cause(s) Addressed: Inconsistent use of data to inform instruction, inconsistent data collection and analysis, inconsistent implementation of the RtI System

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)
<p>Implementation of new guided reading data tracking system based on the DRA/EDL continuum and STAR Data allowing for monthly school-wide assessment of student progress toward reading proficiency as visualized by a school-wide data wall.</p> <p>Monthly data team meetings with gradual release of responsibility to teacher leaders and grade-level teams.</p> <p>Creation of School-Wide Data wall to identify trends and track progress over time.</p>	November 2012-June 2014	Teachers, Teacher Leaders, Facilitator, Teacher Effectiveness Coach, Administrators	<p><u>Financial resources:</u></p> <p>1.0 FTE TEC provided by the district</p> <p>Teacher extra pay provided by the district for Teacher Leaders (~\$2000)</p> <p>0.25 FTE Mill Levy Facilitator funds</p> <p>0.15 FTE Title II Facilitator funds</p>	<p>Teachers consistently submit data trackers and update reading data monthly by February 2013.</p> <p>Meeting notes and agendas indicate teacher-facilitate meetings by May 2013.</p>	<p>In Progress</p> <p>In Progress</p> <p>Completed</p>
<p>Fidelity to DPS SIT procedures and national best practices to identify, serve, and monitor students achieving below grade level.</p> <p>Transfer lessons learned from Reading data tracking and interventions to Math.</p> <p>Gradual release of responsibility to grade-level teams to facilitate meetings.</p>	<p>August 2012-June 2014</p> <p>August 2013-June 2014</p> <p>August 2013-June 2014</p>	<p>SIT Team</p> <p>Paraprofessionals</p> <p>Teachers</p> <p>Administrators</p>	Existing resources	<p>All students who are reading 2+ levels below grade level are receiving a research-based intervention by November 2012.</p> <p>Students receiving interventions and are not considered for Special Education Staffing make at least 1.5 years of</p>	Completed

				Reading Growth by the end of each school year.	
Continued use of monthly grade-level writing prompts to monitor student growth based on Developmental Rubrics in ECE-1 and Interim Rubrics in 2-5. Gradual release of responsibility to grade-level teams to facilitate meetings.	September 2012-June 2014	Teachers, Teacher Leaders, Facilitator, Teacher Effectiveness Coach, Administrators	Existing resources	All teams consistently implement prompt and review data monthly by December 2012. Meeting notes and agendas indicate teacher-facilitate meetings by May 2013.	In Progress
Once consistency in instructional planning has been achieved, teachers will engage in facilitated weekly data teams to examine student work, identify essential questions, develop common goals, identify shared rubrics, and reflect on student performance. Gradual release of responsibility to teacher leaders and grade-level teams to facilitate meetings.	December 2012-June 2014	Teachers, Teacher Leaders, Facilitator, Teacher Effectiveness Coach, Administrators	Existing resources	Implementation of the data team process by 50% of the teams by May 2013 and 100% of teams by May 2014.	In Progress
SLT and Teacher Leader book study of "Driven by Data" (Bambrick-Santoyo) in order to create a strategic plan for data-based school improvement and implementation of data teams over the next two years. Optional "Leverage Leadership" (Bambrick-Santoyo) book study for teams or leaders who have met the expectations set out in "Driven by Data."	December 2012/January 2013	Teachers, Teacher Leaders, Facilitator, Teacher Effectiveness Coach, Administrators	Title II Facilitator supplies funds for books (cost TBD)	Implementation of the data team process by 50% of the teams by May 2013 and 100% of teams by May 2014.	In Progress

Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

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)

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

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 requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Implement home visits to build effective relationships and develop open communication.	All year	Teachers and Administrators	Centrally funded	Monthly count of visits via expense reports Surveys
Hold a beginning of the year orientation meeting for Title I parents to explain our program, answer questions, and invite parent participation.	September 2012	All staff members	None	Sign-in forms show 60% attendance.
Host Academic Parent Teacher Team(APTT) Conferences two times a year with parents: - review writing data - create classroom-based 60-day performance goals - share writing strategies used at school - teach writing strategies that can be used at home	September 2012 April 2013	Parent Leaders Teachers Paraprofessionals	Title 1: food, postage, instructional supplies for home support, parent liaison, budget for parent leaders Parent Engagement Office Translators	Parent Evaluations Student performance data
Send home Standards Based Progress Reports in both English and Spanish each trimester to inform parents of their child's progress and the concepts and skills being covered.	November 2012, February 2013 & May 2013	Classroom Teachers Secretary Administrators	\$150 for printing (Local funds)	Trimester SBPR will be sent home.
Implement individual parent conferences to review first trimester report cards.	January 2013	Classroom Teachers Secretary Administrators	Translators	Meeting schedules
Host parent leadership academies to build capacity for parent-to-parent engagement.	December 2012 – May 2013	Parent Leaders Parent Liaison Administrators	Office of Parent Engagement Title 1: food, postage, instructional supplies for home support, parent liaison, budget for parent leaders	Parent evaluations Parent attendance rates at events Student overall attendance
Monthly CSC Meetings to ensure that unified improvement strategies and resources are aligned.	All year	CSC	Office of Parent Engagement Title 1: food, postage, instructional supplies for home support, parent liaison, budget for parent leaders	Agendas and Minutes Budget aligned to UIP

Title I Accountability Provision #2: Teacher/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 requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
The certification of Title I teachers and paraprofessionals will be monitored to ensure they are highly qualified.	Ongoing as teachers and paraprofessionals are hired. Attestation due to Title I Office September 30 th	Principal or AP, Personnel committee HR	Local	Teachers and paraprofessionals are highly qualified. HR reviews our teacher's certification and highly qualified status every year.
Attract highly qualified teachers: Job Fairs	Spring 2013	Principal or AP Personnel committee	Local	Valverde will have "crucial conversations" with staff members regarding their commitment to teaching excellence before creating the 2013-2014 roster.

Title I Accountability Provision #3: Transition from Early Childhood 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 requirement. School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Early Childhood Education teachers and Kindergarten teachers will compare data in vertical teams	Ongoing weekly	ECE and Kindergarten Teachers, Teacher Effectiveness Coach, AA, & Principal	Local, State ELPA, State CPP	Data presentations during APTT nights with parents and teachers.
ECE-K parent meetings 4 times per year as well as 3 APTT nights (see p. 21) to discuss data and transitioning with parents.	Ongoing	ECE and Kindergarten Teachers, Parent Engagement Office, CO Parent Coalition, AA, & Principal	Local, State ELPA, State CPP & Title I Parent Involvement (CO Parent Coalition consultant, food, postage, instructional supplies for home support)	Parent Feedback and re-enrollment rate
Two ECE-K parent meetings to provide information on the dual language component and transitioning within our school.	<ul style="list-style-type: none"> - February ECE-K joint meeting and concert - April 	ECE, Kinder Teachers, Consultant, AA, & Principal	SIG Grant, Local, State ELPA, State CPP & Title I Parent Involvement (CO Parent Coalition consultant, food, postage, instructional supplies for home support)	Parent Feedback and re-enrollment rate
Ongoing communication in person and in writing during the DPS School Choice Process	December/January of each year	ECE Teachers, Paraprofessionals, Office Staff, AA, & Principal	Local Title I Parent Involvement: printing and postage	Return rate on School Choice forms

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 requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, stat , and/or local)	Implementation Benchmarks
<p><u>Title I Funds:</u> -Materials and supplies -Salaries for Title I teachers -Salaries for Coaching - Salary for nurse</p> <p><u>Title II Funds</u> - Facilitator (Coaching)</p> <p>All funds go "above and beyond" our requirements allowing us to keep class sizes smaller and provide additional coaching support to staff. Title funds are allocated in alignment with our overall school improvement strategy.</p>	<p>2012 – 2014 school years</p>	<p>Principal</p>	<p>Title I Title II</p> <p>(see budget forms submitted in February of each year to Title offices)</p>	<p>School budget is reviewed by Collaborative School Committee.</p>