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

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 9389 School Name: WEST DENVER PREP: HARVEY PARK CAMPUS SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			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	-	71.35%	-	-	61.21%	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	51.53%	-	-	76.01%	-	
		W	-	58.34%	-	-	57.79%	-	
		S	-	48.72%	-	-	72.5%	-	
			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	-	48	-	-	68	-	Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	69	-	-	89	-	
		W	-	61	-	-	75	-	
		ELP	-	56	-	-	72	-	

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: Exceeds * 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.	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.

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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?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	CSSI Site Visit, 2010

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)	
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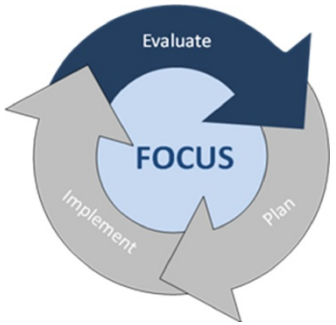
	Mailing Address	1825 S. Federal Blvd. Denver, CO 80219
3	Name and Title	Katie Holz-Russell, Chief Curriculum Officer

	Email	kholzrussell@striveprep.org
	Phone	303.630.0360
	Mailing Address	1825 S. Federal Blvd. Denver, CO 80219

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)	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Reading test in 8th grade and 50% of these students in 7th grade.	STRIVE Prep Westwood 6th grade students scored 2 percentage points ahead of the 7th grade goal; 7th grade students missed this goal by 2 percentage points; 8th grade students exceeded their goal by 3 percentage points.	Our 2011-12 8th grade math scores reflect a need to provide stronger TCAP specific preparation at STRIVE Prep where the 8th grade curriculum takes instruction above and beyond grade level standards to prepare students for college preparatory high school programs. Our 8th grade students have focused on Algebra I skills that build off of the required 8th grade standards tested on the TCAP but as such, the foundational skills may not be fresh enough for students at testing time. This has presented an area of growth for the 2012-13 school year that we will address and also believe will be partially alleviated by the national alignment to Common Core standards. The Westwood Campus has also continued to show a gap in ELL/SPED achievement compared to General Education growth, which is attributed to the constraint
	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Math test in 8th grade and 50% of these students in 7th grade.	STRIVE Prep Westwood 6th, 7th, and 8th grade students all exceeded 7th grade goals by 5, 3, and 34 percentage points, respectively.	
	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or	STRIVE Prep Westwood students came very close to meeting this goal with 6th and 7th grade students scoring within 2 percentage points of the 7th grade	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	Advanced category on the TCAP Writing test in 8th grade and 50% of these students in 7th grade.	goal and 8th grade students were short just 5 percentage points.	of instructional time with students. We are providing more reading and math instruction than a traditional school day and have implemented intervention strategies throughout the academic day. While we have made significant progress with this group, we continue to research even more effective strategies to close this gap.
	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Science test in 8th grade.	STRIVE Prep Westwood students exceeded this goal by 8 percentage points.	
Academic Growth	Reading: Maintain median growth percentile above 65.	STRIVE Prep Westwood did not meet this internal target in 7th and 8th grade but exceeded the target by 6.5 points in 6th grade. Seventh and 8th grade students did score within the range of Federal and State expectations with 53 and 47 on this measure.	
	Math: Maintain median growth percentile above 65.	STRIVE Prep Westwood students exceeded this target by 26 points and 16 points in 6th and 7th grade, respectively. STRIVE Prep Westwood 8th grade students experienced a dip in their typical Math achievement in 2011-12, missing their growth target by 20 percentage points.	
	Writing: Maintain median growth percentile above 65.	STRIVE Prep 6th grade students exceeded this target by 17 points whereas 7th and 8th grade students missed the target by 11 points and 27 points, respectively.	
Academic Growth Gaps	Reading: Reduce gap for ELL and SPED by 10%.	STRIVE Prep Westwood students continued to show a gap in growth for ELL and SPED students in Reading.	
	Math: Reduce gap for ELL and SPED by 10%.	STRIVE Prep Westwood students continued to show a gap in growth for ELL and SPED students in Math.	

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.
	Writing: Reduce gap for ELL and SPED by 10%.	STRIVE Prep Westwood students continued to show a gap in growth for ELL and SPED students in Writing.	
Post Secondary Readiness	N/A	N/A	

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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)	Students excel in Math while continuing to struggle in Reading and Writing.	Although academic achievement is strong across the board, Reading and Writing scores are lower than Math scores. Continue to target Reading and Writing proficiency as highest priority needs. Continue to work with students struggling in Math to increase proficiency. Concentrate on 8th grade Math comprehension.	Teachers need continued specific coaching related to the writing curriculum in all grade levels. Reading and writing achievement among English Language Learners and Special Education students creates gaps in all subject areas. More instructional time than allotted in the traditional school day is needed for targeted reading and writing interventions. .
Academic Growth	Our overall rating for academic growth has continued to exceed state expectations.	Reading and Writing median growth percentile above 65.	Teachers need continued specific coaching related to the writing curriculum in all grade levels. Reading and writing achievement among English Language

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		Eighth grade Math median growth percentile above 65.	Learners and Special Education students creates gaps in all subject areas. More instructional time than allotted in the traditional school day is needed for targeted reading and writing interventions.
Academic Growth Gaps	While we have exceeded all expectations in this area, our disaggregated data shows that ELL and SPED are areas for growth with "large" academic gaps reported in Reading and "medium" academic gaps reported in Writing (20% gap in ELL Reading and over 30% gap in Writing).	Decrease gap in ELL and SPED performance as compared to their peers.	Reading and writing achievement among English Language Learners and Special Education students creates gaps in all subject areas. More instructional time than allotted in the traditional school day is needed for targeted reading and writing interventions.
Post Secondary & Workforce Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

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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:

After three years of operations with over 90% of students qualifying for free or reduced lunch and over 90% students of color, STRIVE Prep Westwood is currently the 16th highest-performing school in the city on the DPS School Performance Framework out of 145 schools evaluated at every level – elementary, middle, or high. These results align with the strong results shown by all STRIVE Prep schools and affirms the strength of the network's replication model.

2011-2012 Student Achievement.

TCAP results from the 2011-2012 school year revealed exceptionally strong progress in Reading, Writing, and Mathematics, with Westwood exceeding AYP in each subject as defined by ESEA/No Child Left Behind. Measured by internal school accountability goals, students met or exceeded those goals in 6th grade Reading and Math, 7th grade Math, and 8th grade Reading and Math. In Reading and Math, 6th grade students exceeded the 7th grade goal by 2% and 20%, respectively and 8th grade students exceeded the 8th grade goal by 3% and 19%, respectively. In Math, 7th grade students exceeded the 8th grade goal by 3%. TCAP results are summarized in the chart below:

2012 TCAP Results by Status
All numbers reflect percentage of students Proficient or Advanced\

	Subject	Prev. Year Score (SAME kids)	2012 Score	Same kids change (2011-12)	District Average	State Average
WWC	6th Reading	41%	52%	+11%	55%	73%
WWC	6th Writing	34%	48%	+14%	45%	56%
WWC	6th Math	46%	70%	+24%	50%	61%
WWC	7th Reading	54%	48%	-6%	50%	68%
WWC	7th Writing	57%	48%	-9%	48%	62%

WWC	7th Math	71%	68%	-3%	40%	53%
WWC	8th Reading	72%	68%	-4%	47%	67%
WWC	8th Writing	70%	60%	-10%	42%	55%
WWC	8th Math	82%	84%	+2%	37%	52%
WWC	8th Science		73%		33%	49%

The state also measures TCAP results in terms of observed academic growth in one year's time through the Colorado Growth Model. Westwood students exceeded district and state median growth percentiles in all tested subjects, as shown in the following chart:

2011 TCAP Results by Growth (Colorado Growth Model)

Subject	Prev. Year Median	2012 Score	District Median	State Median
Reading	71	58	54	50
6th Reading	67.5	71.5	55	50
7th Reading	77	53	56	50
8th Reading		47	48	50
Writing	79	67	57	50
6th Writing	82.5	82	61	50
7th Writing	75	54	57	50
8th Writing		38	57	50
Math	94	81	53	50
6th Math	92	91	59	50
7th Math	96	80	50	50
8th Math		45	47	50

Westwood administered the NWEA MAP assessment in September, 2011; December 2011; and May 2012. Results of this assessment are as follows:

August 2011 – June 2012

Test	Westwood
6th Reading	1.6
6th Language	2.5
6th Math	3.1
6th Science	2.1
7th Reading	0.9
7th Language	1.0

7th Math	2.9
7th Science	0.3
8th Reading	0.5
8th Language	1.3
8th Math	2.4
8th Science	2.3

Root Causes and Priority Needs.

The data suggests that there are many components of Westwood's current program which are contributing to students' significant academic growth, but Reading and Writing are still areas where more attention can be placed. Additionally, while Westwood exceeded expectations for academic growth gaps, the disaggregated data shows that ELL and SPED are also areas of needed growth in Reading and Writing.

Incoming student data shows that two-fifths of students, on average, enter STRIVE Prep Westwood below grade level in Reading, Writing, and Math. Although students are making significant growth and exceeding expectations in all areas as seen by the students' median growth percentiles, there is still room for growth in all 8th grade subject areas which missed the goal of achieving a median growth percentile of 65 by at least 3 points. The goal of achieving a median growth percentile of at least 90 in each subject area has already been met in 6th grade Math.

After analyzing the data as well as the school's program, three root causes were identified:
1. Teachers need continued specific coaching related to the writing curriculum in all grade levels.
2. Reading and writing achievement among English Language Learners and Special Education students creates gaps in all subject areas.
3. More instructional time than allotted in the traditional school day is needed for targeted reading and writing interventions.

Eighth grade math scores reflect a need to provide stronger TCAP specific preparation at STRIVE Prep where the 8th grade curriculum takes instruction above and beyond grade level standards to prepare students for college preparatory high school programs. Our 8th grade students have focused on Algebra I skills that build off of the required 8th grade standards tested on the TCAP but as such, the foundational skills may not be fresh enough for students at testing time. This has presented an area of growth for the 2012-13 school year that we will address and also believe will be partially alleviated by the national alignment to Common Core standards.

To create structured support for teachers, STRIVE Prep has developed a full curriculum team consisting of a Chief Curriculum Officer, Network Specialist for Math and Science, and Network Specialist for Humanities. STRIVE Prep also has a Network Specialist for Special Education who focuses interventions for SPED students and works with SPED-specific instructors on strengthening assessment results. Additionally, 21 content-area teacher specialists provide curriculum leadership throughout our network. They each receive a stipend for their time working as teacher resources and as curriculum leads in the network structure. With these positions in place, STRIVE Prep Westwood can continue providing targeted, immediate interventions for students who need additional help. With the support of these leaders and their focus on data-analysis, best instructional practices, and content knowledge, students are more quickly placed in intervention programs to suit individualized needs and learning styles. STRIVE Prep Westwood will sustain the Specialist program which is critical to maintaining high achievement and growth on campus.

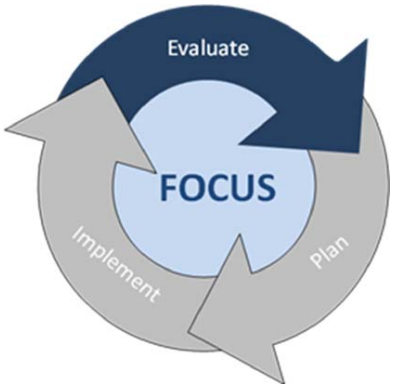
STRIVE Prep assesses academic achievement throughout the school year and students are tested at the end of each six-week period or, Regular Assessment Period (RAP). The day after RAP tests are administered, teachers from across the network gather to discuss results on Data Day. Designed as intermediate measures that evaluate mastery of state standards, these tests give the students, their educators, and their family immediate, clear feedback on where they have excelled on their study of science, math, reading, and writing, and where more diligence is required. Teachers use this time to determine successful teaching methods and methods that need to be revised. In this way, teachers are better able to support student achievement and are instantly made aware of areas where students struggle and need additional assistance.

STRIVE Prep supports teacher and individual school improvement through an internalized coaching system facilitated first by the Curriculum Team, consisting of the Chief Curriculum Officer, the Network Specialist for Math and Science, the Network Specialist for Humanities, and the Network Specialist for Special Education. This team works with content area specialists to assist teachers who may need additional coaching to best support struggling students.

This year, STRIVE Prep has implemented an internal campus review and site visit protocol. Based upon four domains (school culture, teaching and learning, learning environment, and leadership and management), the site reviews are designed to assist each campus determine strengths, weaknesses, and how to improve in areas of focus. The review and site visit is conducted by the Chief Schools Officer and a team of leadership from around the network and will help individual campuses increase overall academic performance while reinforcing STRIVE Prep culture and values.

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	Gaining sufficient growth in Reading from 6th-8th grade among students who entered Middle School with significant deficiencies in basic Reading skills. Overall STRIVE Prep Westwood Reading results are 20 percentage points below 2011-12 State results.	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Reading test in 8th grade and 50% of these students in 7th grade.	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Reading test in 8th grade and 50% of these students in 7th grade.	Internal benchmarks every six weeks ("RAP" tests). NWEA three times per year.	Continue to provide an additional reading block daily focused on increasing literacy instructional time in order to build/improve foundational reading skills. Provide data-driven curriculum support (Network Specialist for Humanities and Network Specialist for Special Education) to disaggregate data in order to identify and implement targeted intervention strategies focused on individual student needs. Provide additional tutoring support for students in addition to academic classes. Implement targeted reading intervention programs in Reading classes, tutoring classes, pull-out classes, and increase school-wide

							reading initiatives.
		M	Working with students who continue to struggle in Math proficiency (26.5 percentage points ABOVE Federal and State expectations)	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Math test in 8th grade and 50% of these students in 7th grade.	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Math test in 8th grade and 50% of these students in 7th grade.	Internal benchmarks every six weeks ("RAP" tests). NWEA three times per year.	Continue to provide an additional math block daily focused on increasing math instructional time in order to build/improve foundational math skills. Provide data-driven curriculum support (Network Specialist for Math and Science and Network Specialist for Special Education) to disaggregate data in order to identify and implement targeted intervention strategies focused on individual student needs. Provide additional tutoring support for students in addition to academic classes. Implement targeted math intervention programs in Math classes, tutoring classes, pull-out classes, and increase school-wide math initiatives.
		W	Working with students who continue to struggle in Writing	65% of STRIVE Prep students who have attended each school	65% of STRIVE Prep students who have attended each school	Internal benchmarks every six weeks ("RAP" tests).	Provide data-driven curriculum support (Network Specialist for

			proficiency (4.9 percentage points ABOVE Federal and State expectations)	for two or more years will score in the Proficient or Advanced category on the TCAP Writing test in 8th grade and 50% of these students in 7th grade.	for two or more years will score in the Proficient or Advanced category on the TCAP Writing test in 8th grade and 50% of these students in 7th grade.	NWEA three times per year.	Humanities and Network Specialist for Special Education) to disaggregate data in order to identify and implement targeted intervention strategies focused on individual student needs. Provide additional tutoring support for students in addition to academic classes. Implement targeted writing intervention programs in Writing classes, tutoring classes, pull-out classes, and increase school-wide writing initiatives.
		S	Working with students who continue to struggle in Science proficiency (10 percentage points below Federal and State expectations).	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Science test in 8th grade.	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Science test in 8th grade.	Internal benchmarks every six weeks ("RAP" tests). NWEA three times per year.	Provide data-driven curriculum support (Network Specialist for Math and Science and Network Specialist for Special Education) to disaggregate data in order to identify and implement targeted intervention strategies focused on individual student needs. Provide additional tutoring support for students in addition to academic

							classes. Implement targeted science intervention programs in science classes, tutoring classes, pull-out classes, and increase school-wide science initiatives.
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Westwood students scored in the 58th percentile for growth in Reading (TCAP).	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Reading test in 8th grade and 50% of these students in 7th grade.	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Reading test in 8th grade and 50% of these students in 7th grade.	Internal benchmarks every six weeks ("RAP" tests). NWEA three times per year.	Continue to provide an additional reading block daily focused on increasing literacy instructional time in order to build/improve foundational reading skills. Provide data-driven curriculum support (Network Specialist for Humanities and Network Specialist for Special Education) to disaggregate data in order to identify and implement targeted intervention strategies focused on individual student needs. Provide additional tutoring support for students in addition to academic classes. Implement targeted

							reading intervention programs in Reading classes, tutoring classes, pull-out classes, and increase school-wide reading initiatives.
		M	Westwood students scored in the 81st percentile for growth in Math (TCAP).	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Math test in 8th grade and 50% of these students in 7th grade.	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Math test in 8th grade and 50% of these students in 7th grade.	Internal benchmarks every six weeks ("RAP" tests). NWEA three times per year.	Continue to provide an additional math block daily focused on increasing math instructional time in order to build/improve foundational writing skills. Provide data-driven curriculum support (Network Specialist for Math and Science and Network Specialist for Special Education) to disaggregate data in order to identify and implement targeted intervention strategies focused on individual student needs. Provide additional tutoring support for students in addition to academic classes. Implement targeted writing intervention programs in Math classes, tutoring classes, pull-out classes, and increase school-wide

							math initiatives.
		W	Westwood students scored in the 67th percentile for growth in Writing (TCAP).	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Writing test in 8th grade and 50% of these students in 7th grade.	65% of STRIVE Prep students who have attended each school for two or more years will score in the Proficient or Advanced category on the TCAP Writing test in 8th grade and 50% of these students in 7th grade.	Internal benchmarks every six weeks ("RAP" tests). NWEA three times per year.	Provide data-driven curriculum support (Network Specialist for Humanities and Network Specialist for Special Education) to disaggregate data in order to identify and implement targeted intervention strategies focused on individual student needs. Provide additional tutoring support for students in addition to academic classes. Implement targeted writing intervention programs in Writing classes, tutoring classes, pull-out classes, and increase school-wide writing initiatives.
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Student Growth Percentile	R	Working with students who continue to struggle in Reading proficiency.	Increase median growth percentile to at least 65.	Maintain median growth percentile above 65.	Internal benchmarks every six weeks ("RAP" tests). NWEA three times per year.	Continue to provide an additional reading block daily focused on increasing literacy instructional time in order to build/improve foundational reading skills. Provide data-driven

							curriculum support (Network Specialist for Humanities and Network Specialist for Special Education) to disaggregate data in order to identify and implement targeted intervention strategies focused on individual student needs. Provide additional tutoring support for students in addition to academic classes. Implement targeted reading intervention programs in Reading classes, tutoring classes, pull-out classes, and increase school-wide reading initiatives.
		M	Working with students who continue to struggle in Math proficiency.	Maintain median growth percentile above 65.	Maintain median growth percentile above 65.	Internal benchmarks every six weeks ("RAP" tests). NWEA three times per year.	Continue to provide an additional math block daily focused on increasing math instructional time in order to build/improve foundational math skills. Provide data-driven curriculum support (Network Specialist for Math and Science and Network Specialist for

							Special Education) to disaggregate data in order to identify and implement targeted intervention strategies focused on individual student needs. Provide additional tutoring support for students in addition to academic classes. Implement targeted math intervention programs in Math classes, tutoring classes, pull-out classes, and increase school-wide math initiatives.
		W	Working with students who continue to struggle in Writing proficiency.	Increase median growth percentile to at least 65.	Maintain median growth percentile above 65.	Internal benchmarks every six weeks ("RAP" tests). NWEA three times per year.	Provide data-driven curriculum support (Network Specialist for Humanities and Network Specialist for Special Education) to disaggregate data in order to identify and implement targeted intervention strategies focused on individual student needs. Provide additional tutoring support for students in addition to academic classes.

							Implement targeted writing intervention programs in Writing classes, tutoring classes, pull-out classes, and increase school-wide writing initiatives.
Post Secondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean ACT		N/A	N/A	N/A	N/A	N/A

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

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Provide an additional instructional time in both reading and math to provide a "double dose" of instruction in each subject focused on focused on catching students up on foundational reading and math skills; Provide content-based instructional coaching to maximize academic achievement.

Root Cause(s) Addressed: Due to significant gaps in literacy & math skills among students entering 6th grade at STRIVE Prep, the instructional time allotted in the traditional school day is not sufficient for catching students up on gaps in foundational skills; More instructional time than allotted in the traditional school day is needed for targeted math, reading and writing interventions; Reading and writing achievement among English Language Learners and Special Education students creates gaps in all subject areas.

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)
Curriculum Team selects and trains Specialists.	July-August 2012	Chief Curriculum Officer, Network Specialist for Math and Science, Network Specialist for Humanities	Chief Curriculum Officer staff time included in teacher salaries Specialist Stipend: $4,000 Title I/PPOR	Specialists will be selected for each grade and subject area in which there is more than one teacher. Specialists actively and thoughtfully participate in training.	Completed.
Specialists work with counterparts to review and refine curriculum and interim RAP tests.	August 2012	Chief Curriculum Officer, Network Specialist for Math and Science, Network Specialist for Humanities	1-month salary summer training: $9,000. Title II/PPOR.	Curricular documents, including interim RAP tests, refined.	Completed.
Provide double instructional time in Reading and Math (hire additional teachers for each subject)	2012-13 school year	Principal Reading Teacher	Instructional salaries – Title I	Student achievement data on interim RAP tests	In Progress

		Math Teacher		demonstrates consistent growth. Student achievement data on state assessments demonstrate consistent growth. Teachers continue to receive targeted instructional support.	
Specialists review counterparts' daily learning objectives and daily exit tickets facilitate meetings every three weeks – including data analysis during Data Day, provide ideas for supporting struggling students, and field teacher questions as needed.	2012-13 school year.	Content Specialists	Specialist stipend: $4,000 Title I/PPOR	Student achievement data on interim RAP tests demonstrates consistent growth; students who are struggling to receive additional support.	In progress.
Specific coaching by Instructional Coach for ELL and SPED Reading and Writing support.	2012-13 school year.	Instructional Coach	Instructional coach salary – Title II.	Student achievement data on interim RAP tests demonstrates consistent growth. Student achievement data on state assessments demonstrate consistent growth. Teachers continue to receive targeted instructional support.	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: Provide data-driven curriculum support to disaggregate data in order to identify and implement targeted intervention strategies focused on individual student needs.
Root Cause(s) Addressed: More instructional time than allotted in the traditional school day is needed for targeted reading and writing interventions; Teachers need continued specific coaching related to the writing curriculum in all grade levels.

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)
Identify & purchase research-based Reading & Writing interventions including Scholastic Reading Counts and Reading Naturally Live. Analyze student data to determine interventions. Progress monitoring is then used to track growth, progress, and change of programs.	2011-2012 school year.	Chief Curriculum Officer	Staff time including in teacher salaries – PPOR	Research-based interventions and Illuminate subscriptions purchased.	Completed.
Train teachers on administration of benchmark and progress monitoring Curriculum Based Measures.	August 2011.	Chief Curriculum Officer, instructional staff	New Curriculum Based Measures: $600 Mill Levy Staff time included in teacher salaries – PPOR	Training attended by teachers who will lead interventions.	Completed.
Administer benchmark Curriculum Based Measures three times per year.	August, December, May 2012-13	Instructional staff	Staff time included in teacher salaries - PPOR	All students are tested and data is entered into Illuminate.	In progress.
Use benchmark data to identify student needs and place students in targeted interventions.	2012-13 school year	Instructional staff	Staff time included in teacher salaries – PPOR	Students' benchmark scores, as seen in AIMSweb reports, increase from one administration to the next.	In progress.
Progress monitor students in interventions with Curriculum Based Measures biweekly.	2012-13 school year	Instructional staff	Staff time included in teacher salaries – PPOR	The trendline from students' progress	In progress.

				monitoring scores, as seen in AIMSweb, indicates improvement toward each student's goal.	

Major Improvement Strategy #3: Provide additional tutoring support for students in addition to academic classes.
Root Cause(s) Addressed: More instructional time than allotted in the traditional school day is needed for targeted reading and writing interventions; Reading and writing achievement among ELL and SPED students creates gaps in all subject areas.

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)
Provide literacy tutoring four times per week during the tutoring hour of the extended school day.	2012-13 school year, daily	Instructional Staff	.10 FTE PPOR	Students in need of literacy tutoring receive additional support four times per week.	In progress.
Provide math tutoring four times per week for students that struggle with either math computation or math problem solving.	2012-13 school year, daily	Instructional Staff	$3000 stipend, Title I/PPOR	Students in need of math tutoring receive additional support four times per week.	In progress.
After school homework center tutoring.	2012-13 school year, daily	Instructional Staff	2 tutors, $3,000 stipend/tutor, Title I/PPOR	Decreased frequency of homework tutoring needed for individual students.	In progress.
Summer school remediation for students who do not demonstrate proficiency by the end of the school year.	June 2012	Instructional Staff	$4,500 stipends, Title I/PPOR	Summer school final exams.	Not begun.

Major Improvement Strategy #4: Implement targeted reading intervention programs in Reading classes, tutoring classes, pull-out classes, and increase school-wide reading initiatives.

Root Cause(s) Addressed: More instructional time than allotted in the traditional school day is needed for targeted reading and writing interventions; Reading and writing achievement among ELL and SPED students creates gaps in all subject areas.

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)
Implement explicit teaching of foundational reading skills during second reading hour daily. Including implementation of new Reading intervention programs such as Reading Naturally Live and Reading A-Z for phonemic awareness, phonics, and fluency during a second reading block.	2012-13 school year, daily	Instructional staff	$155,627 Title I salaries	Reading interventions pre- and post-tests; Fluency CBM pre- and post-results. Students' intervention benchmark scores increase from one administration to the next.	In progress.
Maintain strong communication with parents regarding instructional programs and student achievement.	Home visit, orientation, parent conferences, parent calls.	Director of Student Life, Instructional staff	$2,277 Director of Student Life – Title I; Staff time to meet with parents included in salaries – PPOR	Parent Satisfaction Survey meets school's accountability goal of 95% parent satisfaction with academic program.	In progress.
Support students who tested as a level 1 or 2 based on CELA-scores	2012-13 school year, 40 minutes, Mon-Thurs	Intervention teachers	Staff time included in teacher salaries – PPOR	Reading interventions pre-and post-test results	In progress.
Specific coaching by Instructional Coach for ELL and SPED Reading and Writing support.	2012-13 school year.	Instructional coach	Instructional Coach salary – Title II	Student achievement data on interim RAP tests demonstrates consistent growth. Student achievement data on	In progress.

				state assessments demonstrate consistent growth. Teachers continue to receive targeted instructional support.	
ELL intervention identification and teachers working directly with students to decrease ELL achievement gap.	2012-13 school year.	Data Specialist.	Data Specialist salary, Title III	Decreased achievement gap on 2012-13 TCAP.	In progress.

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)