Colorado's Unified Improvement Plan for Schools for 2012-15

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 9425 School Name: WESTERLY CREEK ELEMENTARY 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	72.05%	-	-		81.44%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-		83.06%	-	-	
		W	54.84%	-	-		68.45%	-	-	
		S	45.36%	-	-		66.67%	-	-	
Academic Growth	Median Student Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency **Expectation:** If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP				Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS		Elem	MS	HS	
		R	19	-	-		60	-	-	
		M	25	-	-		53	-	-	
		W	32	-	-		57	-	-	
		ELP	43	-	-		68	-	-	

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.	Reading: FRL-47, Minority-49, reference group-60 Math: FRL-35, Minority-39, reference group-52 Writing: FRL-45, Minority-49, reference group-59	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	**Graduation Rate** **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Post Secondary Readiness: -
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	Dropout Rate **Expectation:** At or below State average overall.	-	-	-	
	Mean ACT Composite Score **Expectation:** At or above State average	-	-	-	

Accountability Status and Requirements for Improvement Plan

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

Section II: Improvement Plan Information
Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	no
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	no
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	no

Improvement Plan Information

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

X 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	Jill Corcoran, Principal
	Email	Jill_corcoran@dpsk12.org
	Phone	720.424.3160
	Mailing Address	Westerly Creek Elementary, 8800 E. 28th Avenue, Denver 80238
2	Name and Title	Marnie Moody Cooke, Assistant Principal
	Email	Marnie_moody@dpsk12.org
	Phone	720.424.3160
	Mailing Address	Westerly Creek Elementary, 8800 E. 28th Avenue, Denver 80238

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
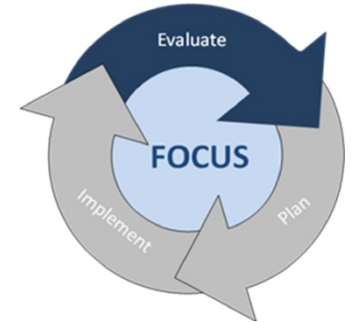
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
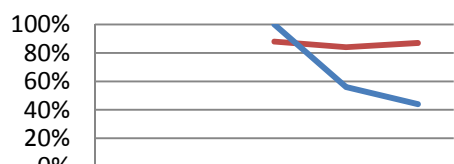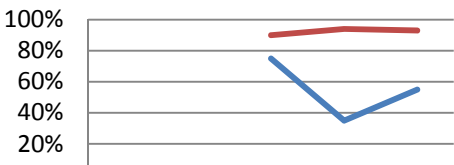
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*
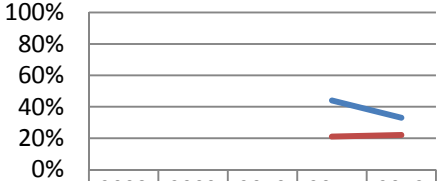
Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading: 86% P/A	84% P/A. Target not met. 2% below target.	Beginning in the fall of 2010, WCE focused school improvement efforts in the area of writing. Although we set targets for writing across content areas, our focus was too broad and we only saw some growth in writing.
	Writing: 72% P/A	72% P/A. Target not met. .4% below target.	
	Math: 90% P/A	84% P/A. Target not met. 6.4% below target.	In addition to our unclear focus on writing pedagogy, we failed to note learning disparities among our diverse learners in all areas. Prior to the fall of 2012, WCE's SPF had limited academic growth gap data on disaggregated groups. 2011-2012 marked the first year that we had sufficient numbers of FRL and minority students to get conclusive growth measures.
Academic Growth	Reading: No target set	60 – Compared to similar school cluster data of 62	
	Writing: MGP - 54	59 – Target Met. Exceeded MGP by 5 percentiles.	
	Math: No Target set	51 – Compared to similar school cluster data of 60	
Academic Growth Gaps	No targets set for disaggregated groups prior to 2011-2012. 2012 marks first year with conclusive growth gap data.	Reading: FRL-47, Minority-49, reference group-60	As a result, our status data is mostly flat, and disaggregated groups continue to lag behind the general population in both status and growth areas.
		Math: FRL-35, Minority-39, reference group-51	
		Writing: FRL-45, Minority-49, reference group-59	

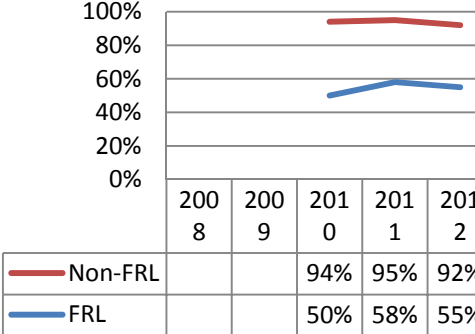## Worksheet #2: Data Analysis
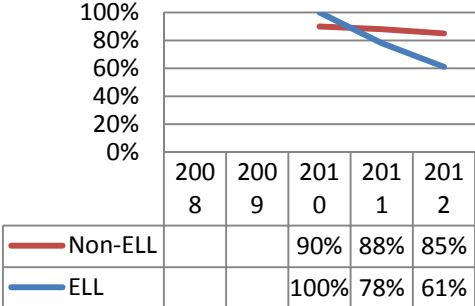
Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of 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.

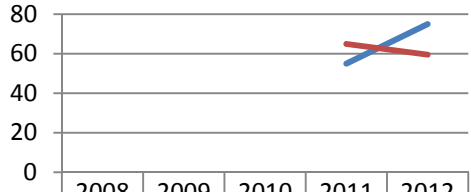| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

Academic Achievement (Status)	**Reading**: The school's overall percentage of students scoring proficient or advanced in TCAP Reading has *remained flat* from 2010 to 2012 (88% to 83% to 84%).
	
	  o Black - 42%
	  o Hispanic – 69%
	  o ELL – 38%
	  o FRL – 55%
	  o SPED – 33%
	
	TCAP Reading
	
	100%
	80%
	60%
	40%
	20%
	0%
	
		2008	2009	2010	2011	2012

Reading			88%	83%	84%		The school's overall percentage of students scoring proficient or advanced in all TCAP content areas have remained flat or declined slightly from 2010 to 2012, with significant gaps between disaggregated groups and our total population.
							
							The school's median SGP in Reading and Math have declined 5 and 7 percentiles from 2011 to 2012, and there are significant gaps between disaggregated groups' MGP and our total population.
								Instruction has not been differentiated to meet the needs of our diverse learners. Specifically we are lacking in the following areas:
								
								• *Consistent strategies in providing content-based differentiated instruction*. All students, including students who need academic support to those students who are gifted and talented require differentiated instruction.
								  o *A heightened focus on a data driven culture and action* in which we train staff on data analysis, and implement effective structures to support regular and high quality data analysis and action. This will enable us to differentiate for all students across all content areas in a time efficient manner, particularly for students with multiple needs.
								  o *Awareness of our cultural differences* toward students who do not reflect the dominant culture of our school. This extends to implementing effective teaching strategies for these students and the impact our biases have on academic achievement.

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

TCAP Reading

	2008	2009	2010	2011	2012
Non-ELL			88%	84%	87%
ELL			100%	56%	44%

TCAP Reading

	2008	2009	2010	2011	2012
Non-FRL			90%	94%	93%
FRL			75%	35%	55%

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

TCAP Reading

	2008	2009	2010	2011	2012
State SPED				21%	22%
School SPED				44%	33%

TCAP Reading – Race/Ethnicity

	Black	Hispanic	White	More than one
2011	41%	71%	93%	80%
2012	42%	69%	97%	100%

TCAP Reading – Grade Level

	Grade 3	Grade 4	Grade 5
2010	88%	#N/A	#N/A
2011	86%	80%	0%
2012	85%	84%	82%

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

	<u>Math</u>: The school's overall percentage of students scoring proficient or advanced in TCAP Math has *declined slightly* from 2011 to 2012 (90% to 88% to 84%).
	
	   o Black – 39%
	   o Hispanic – 71%
	   o ELL – 56%
	   o FRL – 55%
	   o SPED – 39%		

TCAP Math

	2008	2009	2010	2011	2012
Math			90%	88%	84%

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

TCAP Math

	2008	2009	2010	2011	2012
Non-ELL			90%	88%	85%
ELL			100%	78%	61%

TCAP Math

	2008	2009	2010	2011	2012
Non-FRL			94%	95%	92%
FRL			50%	58%	55%

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

TCAP Math

	2008	2009	2010	2011	2012
State SPED			19%	18%	18%
School SPED			50%	56%	39%

TCAP Math – Race/Ethnicity				
	Black	Hispanic	White	More than one
2011	47%	88%	95%	100%
2012	39%	71%	96%	88%

TCAP Math – Grade Level			
	Grade 3	Grade 4	Grade 5
2010	90%	#N/A	#N/A
2011	89%	87%	0%
2012	85%	83%	82%

Writing: The school's overall percentage of students scoring

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	proficient or advanced in TCAP Writing has *remained flat* from 2011 to 2012 (71% to 70% to 72%)		

proficient or advanced in TCAP Writing has *remained flat* from 2011 to 2012 (71% to 70% to 72%)

- o Black – 39%
- o Hispanic – 54%
- o ELL – 25%
- o FRL – 39%
- o SPED – 22%

TCAP Writing

	2008	2009	2010	2011	2012
Writing			71%	70%	72%

TCAP Writing

	2008	2009	2010	2011	2012
Non-ELL			72%	72%	75%
ELL			50%	33%	28%

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

TCAP Writing

	2008	2009	2010	2011	2012
Non-FRL			75%	79%	82%
FRL			25%	31%	39%

TCAP Writing

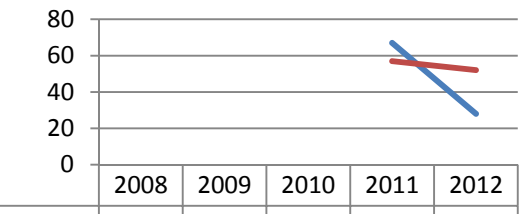|	2008	2009	2010	2011	2012
State SPED				12%	11%
School SPED			50%	11%	22%

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Writing – Race/Ethnicity 		

	Black	Hispanic	White	More than one
2011	18%	53%	80%	80%
2012	39%	54%	83%	88%

TCAP Writing – Grade Level			
	Grade 3	Grade 4	Grade 5
2010	71%	#N/A	#N/A
2011	64%	80%	0%
2012	71%	71%	75%

Performance Indicators	Description of Notable Trends	Priority Performance Challenges	Root Causes
Academic Growth	• **Reading**: The school's median SGP in TCAP Reading has *declined slightly* from 2011 to 2012 (65 to 60 – DPS data).		

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

TCAP Reading MGP

	2008	2009	2010	2011	2012
Reading				65	60

TCAP Reading MGP

	2008	2009	2010	2011	2012
ELL				55	75
Non-ELL				65	59.5

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

TCAP Reading MGP

	2008	2009	2010	2011	2012
FRL				38.5	47
Non-FRL				65.5	62

TCAP Reading MGP

	2008	2009	2010	2011	2012
School SPED				79	53
State SPED				44	45

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

TCAP Reading MGP – Race/Ethnicity

	Black	Hispanic	White	More than one
2011	45	81	61.5	74
2012	40.5	58	63	76

TCAP Reading MGP – Grade Level

	Grade 3	Grade 4	Grade 5
2011	65	#N/A	#N/A
2012	53.5	66	#N/A

- **Math:** The school's median SGP in TCAP Math has *declined slightly* from 2011 to 2012 (58 to 51 – DPS data).

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

TCAP Math MGP

	2008	2009	2010	2011	2012
Math				57.5	51

TCAP Math MGP

	2008	2009	2010	2011	2012
ELL				67	28
Non-ELL				57	52

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

TCAP Math MGP

	2008	2009	2010	2011	2012
FRL				58	35
Non-FRL				57.5	54

TCAP Math MGP

	2008	2009	2010	2011	2012
School SPED				42.5	28
State SPED				43	44

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

TCAP Math MGP – Race/Ethnicity

	Black	Hispanic	White	More than one
2011	56	58.5	57.5	59
2012	43.5	28	58	26

TCAP Math MGP – Grade Level

	Grade 3	Grade 4	Grade 5
2011	57.5	#N/A	#N/A
2012	42	59	#N/A

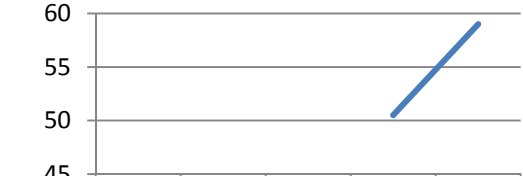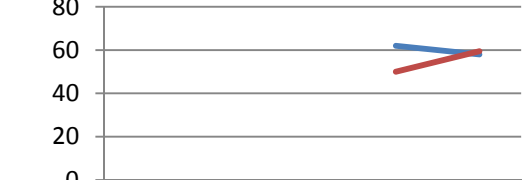- **Writing**: The school's median SGP in TCAP Writing has *increased slightly* from 2011 to 2012 (51 to 59 – DPS data).

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

TCAP Writing MGP

	2008	2009	2010	2011	2012
Writing				50.5	59

TCAP Writing MGP

	2008	2009	2010	2011	2012
ELL				62	58
Non-ELL				50	59.5

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

TCAP Writing MGP

	2008	2009	2010	2011	2012
FRL	51	56	54	49	62
Non-FRL	53	53	60	61	61

TCAP Writing MGP

	2008	2009	2010	2011	2012
School SPED	67	43.5	59	39	61.5
State SPED	42	40	41	43	44

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Writing MGP – Race/Ethnicity |		Black	Hispanic	White	More than one | | 2011 | 39.5 | 50.5 | 48.5 | 91 | | 2012 | 48.5 | 52 | 61.5 | 63 | **TCAP Writing MGP – Grade Level** | | Grade 3 | Grade 4 | Grade 5 | | 2011 | 50.5 | #N/A | #N/A | | 2012 | 60.5 | 59 | #N/A |		
Academic Growth Gaps	• **Reading**: Median SGP in TCAP Reading is significantly lower for FRL and Minority Combined groups than the reference group (47 and 49 compared to 62/63.5 – DPS data). • **Math:** Median SGP in TCAP Math is significantly lower for FRL and Minority Combined groups than the reference group (35 and 39 compared to 54/52 – DPS data). • **Writing**: Median SGP in TCAP Writing is significantly lower for FRL and Minority Combined groups than the reference group (45 and 49 compared to 60.5/61.5 – DPS data).		

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.

School Setting/Process for Data Analysis

WCE experienced exponential growth in the last three years, in which the overall population and disaggregated groups tripled in size since the 2009-2010 school year. The beginning of the 2012-2013 school year marked our largest numbers yet: 670 students were enrolled in ECE through 5th grade. Of those 670 students, 68% were white, 11% were black, 10% were Hispanic, 5% were Asian and 2% were American Indian or Alaskan Native. 18% of our students received free or reduced lunch, 6% were identified as English Language Learners and 8% were students with disabilities. In the three years that Westerly Creek participated in high-stakes, statewide testing, it has met or exceeded state and district expectations in the area of academic achievement (status). 2012 is the first year our school has academic growth and academic growth gap data with which to analyze, determine performance challenges and identify root causes.

DPS provided extensive support in helping our school plan our UIP process for 2012-2013, by sharing protocols and exemplars with which to guide our work. In August 2012, with the help of our Data Assessment Partner and School Improvement Partner, we led a data analysis protocol with teachers to examine TCAP Subgroup Performance data and produce trend statements. Although our status data met expectations, our staff was concerned with the significant discrepancies between our white students and subgroups. They wrote trend statements for each content area and performance indicator (please see Trend Analysis section of Narrative, p.8).

Reviewing Current Performance

The academic achievement data our staff uncovered in all content areas describe the same issues that were highlighted in our student performance measures for state expectations. In the state's Academic Growth Gap indicator (please see page 2), we were only "Approaching" for our subgroups (47, 35 and 45 MGP for **FRL** in Reading, Math and Writing AND 49, 39 and 49 for **Minority Combined** students in Reading, Math and Writing). These gaps are charted below and are also evident in the Trend Analysis section of this Narrative, p.9.
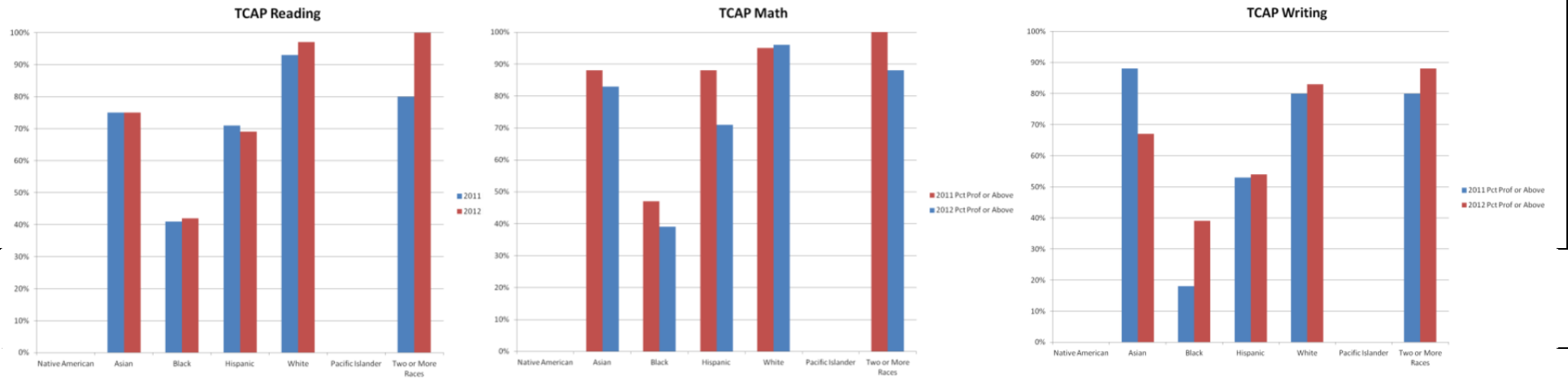
Trend Analysis

Using the TCAP Subgroup Performance Data, our teachers noted the following gaps in *Math* between our total number (84%) of proficient/advanced students: black students were 39% P/A (down 8% from 2011), Hispanic students were 71% P/A (down 17% from 2011), ELLs were 56% P/A (down 15% from 2011), FRL students were 55% and SPED students were 39% P/A (down 17% from 2011). Compared to these concerning patterns, *Reading* data were largely flat and there were achievement gaps for all subgroups. *Writing* data was the most positive data we examined, in which our total number (72%) of proficient/advanced students went up 2% from the previous year with the following trends: Black students were 39% P/A (up 21% from 2011), Hispanic students were 54% P/A, ELL students were 25% P/A, FRL students were 39% P/A, and SPED students were 22% P/A (up 11% from 2011). Some of our writing data were encouraging, given our school's focus on this area for the last two school years. This led to conversations with staff about what we want to continue to do, with respect to writing: using rubrics that are aligned vertically, providing models and exemplars for student use, and using district PD resources for teaching writing.

Regardless of this small success in writing, the directions of most of our trends in all content areas and subgroups were flat or declining, and reinforced what we learned from our state's SPF rating in Academic Growth Gaps; we are indeed approaching and need to close the achievement gaps for all disaggregated groups to improve instruction and learning for all. Please see page 6 for trend statements in each our school's performance indicators.

Priority Performance Challenges

Our administrative team synthesized these trend statements to produce a **Priority Performance Challenge** that was applicable for both status and growth indicators in all content areas. Although we had both content-specific or subgroup specific performance challenges, we decided to stay as broad as possible, in order to uncover big systemic or programmatic root causes that spanned academic status and growth, content areas and disaggregated groups. We decided upon the following as our priority performance challenge: "*The school's overall percentage of students scoring proficient or advanced in all content areas in TCAP have remained flat or declined slightly from 2011 to 2012, with significant gaps between disaggregated groups and our total population.*"

This statement helped us better understand that our disaggregated groups performance has a significant impact on our overall performance, Our teachers used this overarching, notable trend to brainstorm possible root causes, and we uncovered several systemic and programmatic causes (please see below or page 6).

Root Cause Analysis

As mentioned above, our Priority Performance Challenge's focus on disaggregated student groups was the basis for initially brainstorming root causes with our entire staff. Our staff of 45 teachers was broken in to smaller groups, in which teachers and a facilitator used the "Five Whys" protocol to narrow our thinking regarding possible root causes. Staff completed the brainstorming activity, and later our School Leadership Team met to debrief the brainstorm, and categorize the 100 or so root causes our staff generated. We agreed that we were lacking in differentiation and named two areas that were surfaced in the brainstorming activity. We think we need to improve in creating and maintaining a data-driven culture and also be more aware of the cultural differences that we have as a learning community. Each of them address adult actions, are under the control of the school and address our priority performance challenge. These were each also verified through the use of additional data, specifically MGP data we received from the state on these subgroups.

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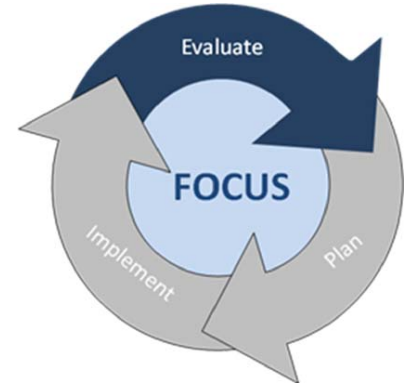
School Target Setting Form
Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

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 school's overall percentage of students scoring proficient or advanced in TCAP Reading has *remained flat* from 2010 to 2012 (88% to 83% to 84%).	89%	92%	2nd – 5th grade students will increase proficiency from 84% to 89% on midyear STAR tests by December, 2012. STAR Mid-year Status: Grades K-5 Overall 89% P/A	Schoolwide focus on Data-Driven Instruction
		M	The school's overall percentage of students scoring proficient or advanced in TCAP Math has *declined slightly* from 2011 to 2012 (90% to 88% to 84%).	92%	94%	2nd - 5th grade students will increase proficiency from 84% to 92% on midyear Math interims by December, 2012. District Math Interim Mid-Year Status: Grades 2 – 5 Overall 88% P/A	
		W	The school's overall percentage of students scoring proficient or advanced in TCAP Writing has *remained flat* from 2011 to 2012 (71% to 70% to 72%)	72%	77%	2nd – 5th grade students will increase proficiency from 72% to 74% on midyear Writing	

					interims by December, 2012. District Writing Interim Mid-Year Status: Grades 2 – 5 Overall 67% P/A	
		S	The school's overall percentage of students scoring proficient or advanced in TCAP Science is 75% in 2012.	75%	77%	Mid-year data unavailable at this time	

Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R	Median SGP in TCAP Reading is significantly lower for FRL and Minority Combined groups than the reference group (47 and 49 compared to 62/63.5 – DPS data).	55	55	Mid-Year Update STAR Reading grades K-5 (December/January 2012): Minority Combined students with Fall reading proficiencies of UI, I, W – 44% (18/41) moved one proficiency band in the Mid-Year STAR assessment.	
		M	Median SGP in TCAP Math is significantly lower for FRL and Minority Combined groups than the reference group (35 and 39 compared to 54/52 – DPS data).	55	55	Mid-Year Update District Math Interim grades 2-5 Minority Combined students with Fall 2012 proficiencies of U, PP, or P - 39% (39/100) moved up one or more proficiency bands in the Mid-Year Interim.	
		W	Median SGP in TCAP Writing is significantly lower for FRL and Minority Combined groups than the reference group (45 and 49 compared to 60.5/61.5 – DPS data).	55	55	Mid-Year Update District Writing Interim grades 2-5 Minority Combined students with BoY *and* Mid-year	

					scores - 53% (60/114) moved up at least one or more proficiency bands.	

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: _Schoolwide focus on Data-Driven Instruction___ **Root Cause(s) Addressed:** Differentiation: Lacking in Schoolwide Data-Driven Culture and Action

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)
Administrative-Faculty Data Analysis Meetings Administrative team leads staff in analyzing interim data at question, skill/standard, student and whole class level. Based on data we have moved resources (eg: if a team can show through the data and instructional history that they need intervention support, then resources are shifted to meet the need)	2012-2015	Administrative staff, Katie Shaw,	*Driven by Data*, and *Leveraged Leadership* by Paul Bambrick-Santoyo	Admin-led whole staff Data Digs in August 2012, January and May 2013 Admin-led analysis meetings at data teams throughout year	Mid year 1/7
Professional Development					
Effective Content Language Objectives with Named Differentiated Supports Teachers create and implement content language objectives (CLOs) as a planning and teaching tool for Differentiation. Teachers use objectives to teach and check for understanding. Expectation is that CLOs are posted in all classrooms.	2012-2015	Classroom teachers, ELA teachers, Administrative staff	ELA classes, CLO experts within the building, ELA teachers, vertical team meetings, WIDA standards, Function/Form materials, Leap Framework (I-1 – I-5)	CLO In-services in August and January LEAP observations/ reflective feedback conversations feedback on CLOs as well as revisions during the conference are proving to be impactful in building proficiency on creating appropriate	On track On track

				Content Language Objectives.	
CCSS Instructional Shifts and Implications for Instruction Synthesize instructional shifts in chief academic areas and plan, teach and assess to those ideas/concepts. On track, giving feedback on how to embed more non-fiction and all elements of the instructional shifts.	2012-2015	Classroom teachers, specialists, administrative staff	CCSS and appendices, teacher leaders, Lucy Calkins CCSS Pathways to Common Core Book	CCSS Modules during whole staff and vertical meetings LEAP Observations/ reflective conversations	On track and in progress On track and in progress
Data Driven Instruction • **Module 1:** Defining Rigor Through Teacher-Made Assessments • **Module 2:** Analysis at Question, Standard, Student and Whole-Class Level • **Module 3:** Action Planning to Lesson Planning	2012-2015	Administration, data Team TLAs, specialists and teachers	*Driven by Data*, and *Leveraged Leadership* by Paul Bambrick-Santoyo	Overview to Vertical Teams: January, 2013 Module 1 to grade level data teams: February 2013 Module 2 to grade level data teams: April 2013 Module 3 to grade level data teams: August 2013 All Modules to New Staff: August 2013	On track and in progress Completed Completed
Gifted and Talented Programming School-based professional development that provides teachers with information on GT identification process, and ways in which to differentiate Content, Process and Environment Considerations for next year based on Implementation Benchmarks to date: • Teachers are lacking confidence in differentiating in the classroom (even if they are) as well as articulate to parent what they are doing • Use LEAP Appendix – to aid in	2012-2015	GT Teacher, GT Department, administration	GT Department	GT Overview to staff, November 2012 GT Overview to Families, January 2013 GT Extensions – Differentiation of Content April 2013	Completed Completed Not yet begun

professional development for teachers • How can we review/adjust the way we are clustering students together who are identified as G/T?					
Assessments/Analysis/Action					
Implementation and Assessment Calendars Monthly plans that describe school's professional development, assessment and planning schedules Consider steps to hiring a pro-tech to oversee, facilitate/ coach assessment and planning cycles 2/27	2012-2015	Administration and TLAs	*Driven by Data*, and *Leveraged Leadership* by Paul Bambrick-Santoyo, CLO resources, CCSS materials and LEAP framework	Draft 1 Calendar, February May 2013 Draft 3 Calendar, August 2013 Assessment Calendar for 2013-2014, August 2013	In progress Not yet begun Not yet begun Not yet begun
Data Grade Level and Vertical Team Meetings Twice a month, grade level and literacy vs. math data teams meet to create formative and summative assessments, analyze student work and write action/lesson plans.	2012-2015	Administration, Data teams, vertical teams, and TLAs	Modules 1-3 derived from *Driven by Data*, and *Leveraged Leadership* by Paul Bambrick-Santoyo	Monthly Data and Vertical team meetings/notes provided to administration	On track and in progress

Enrichment/Push-In Model Interventionists support students' mastery of core curriculum in classroom. Core classroom teachers provide intensive instruction to students performing below grade level.	2012-2013	Interventionists, grade level teams	RtI materials, SIT process resources, DPS curriculum guides, master schedule	Thursday lesson plans, weekly common planning After-school tutoring for 3rd- 5th grade students	On track and in progress On track and in Progress
Unit-Based Performance Tasks Grade level teams examine instructional units and determine inquiry-based performance tasks in which to differentiate instruction and celebrate student work with peers and parents/families.	2012-2015	Grade level teams, administration, district specialists, GT and ELA teachers	DPS curriculum guides, specifically I-Units, CCSS,	Each grade level has at least one evening performance task per year	On track and in progress
Collaborative Planning for Whole, Small, and Intervention groups Grade level teams' daily common planning is used to use data teams' action plans in writing lesson plans that explicitly describe skills and concepts being taught, as well as effective strategies in teaching them.	2013-2015	Administration, Data Team TLAs, specialists and teachers	Data Driven Instruction, Module 1-3, implementation calendar, 2013-2014 Assessment Calendar, CCSS	Teacher Release dates in 2013-2014 (TBD) Vertical Team Gallery Walks of Action/Lesson Plans, October, December, February and March, 2013-2014	Not yet begun
Observation and Feedback Administration observes teachers with LEAP framework and student data in mind. Give observation feedback to teams and individual teachers driven by teachers' Personal Growth Plans, data teams' action plan and student learning needs.	2012-2015	Administration, all teachers	LEAP Framework, Implementation Calendar, Assessment Calendar	Partial and Full LEAP Observations, 2012-1013 Interim Data Action Plans, 2013-2014	On track and in progress Not yet begun
Student Goal Setting Students are aware of end goals for unit, how they did and what actions they are taking to improve.	2013-2015	Administration, all teachers	*Driven by Data*, and *Leveraged Leadership* by Paul Bambrick-Santoyo Assessment Calendar	Grade Level Teams' Action Plans for Student Goal Setting, October 2013 Vertical Team Gallery Walk of Student Goal Setting Action Plans, Nov. 2013	Not yet begun Not yet begun

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

Major Improvement Strategy #2:
Using curriculum and class culture to infuse, build knowledge of, interest in, and respect for diverse cultures, communities, and experiences. (LE1)
Root Cause(s) Addressed: <u>Differentiation: Lacking Awareness of Students' Cultural Differences</u>

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)
The school community will demonstrate respect for students' communities and cultures in a manner that increases equity through the celebration of students in classes and school community. (LE1) **Inclusive School Culture** Teachers and students will create class environments where each student and their family, and heritage is honored and acknowledged. - ESL teachers, Franita and families will gather at end of month parent meetings will include activities to honor families and their cultures. - ELA services are being provided outside of the regular schools day so that students are able to participate daily in their inclusive environment with their peers. - Students will be selected for weekly or bi-weekly honors which will allow their classmates and teachers to know the	November 6th teachers will be introduced to the rationale for class celebrations of students. Teachers who currently have student celebrations will present at Faculty Meeting. January and February 2013 teachers will receive professional development on projects and activities that	Amanda Stewart, Darcy Kilkenney, Alicia FaJohn, Franita Ware, and Yaisa Banek.	School resources	November 20th all teachers will implement class celebrations. Teachers will report the celebrations strategies in their classes and discuss any observable changes in class climate. December Conduct focus groups	On track and in progress On track and in progress

students in ways that build respect for cultural diversity and create equitable class cultures. • Students will produce writing assignments and creative projects for display that will honor their lives and families. Current and ongoing – postings are upstairs outside of the ELA classroom. Next Steps – move throughout the building so that it becomes an all encompassing 'habit' seen throughout. • Teachers and students will create an artifact that integrates their lives and cultural perspectives to increase the variety of multicultural materials that reflect the teachers and students culture and using their life experiences as resources. • Students will evaluate the effect of changes in the school culture. Franita leading focus groups with varying grade levels. Overwhelmingly students feel very positive about teachers, environment, etc. Lunches have continued with more informal conversations and check-ins on impact of school culture progress. SUGGESTION: start a file collecting data gathered.	can be created by students to demonstrate their culture. January 2013 Year two Teachers will participate in professional development that will identify different registers of language and instruction in code switching.	Yaisa Banek Franita Ware		with students to identify changes or improvements in class and school climate. December 2012. Groups will continue for the 2012-2013 academic year. See MIS #1 for CLO work	On track and in progress
Teachers will participate in on-going professional development to continue to create a school culture that respects diverse cultures. Differentiation of Content Language Objectives is the high impact tool being used to support this work. Evidence of Implementation:					On track and in progress

Next Steps: connecting to pacing and instructional practice Teachers will participate in a book study to increase their awareness of culturally responsive education and to begin to create strategies for their classroom. The teacher who will lead the book study will be trained to deliver cultural responsive activities and the creation of a culture quilt. Teachers who participate will receive PDU credit. Currently in place: trainer of trainer model since January. Where are we now: book study is starting, intended to be an organic experience. Intention is to have teachers build this up and make it meaningful to their work.					On track and in progress
Creation of Interdisciplinary Cultural Curriculum Infusing and building cultural and historical awareness through embedding Social Studies into Literacy with a goal of instilling social justice values in students through interdisciplinary units. Writing occurs in both platooning classrooms--Science, Social Studies, and Math. Students and teachers share and explore their cultural perspectives in Social Studies and Literacy Assignments. Students are taught to express dissenting and diverse viewpoints in respectful tone and register.	Teachers will select one unit per grade level to integrate Social Studies and Social Justice.	Michelle Delgado and Deb Brennan , CCSS Teachers	Planning guides and CCSS. Additional research on the cultures of the Denver community and the students in the school community. Teachers would receive a day of release time to plan for the creation of one integrated unit for the first year of implementation. For the second and third years teacher will build into the school's professional development schedule an integration of Social Studies and Literacy curriculum for	All grade levels will present an integrated unit before the end of the academic year. Iunits being implemented throughout the grades During the 2012-2013 and 2013-2014 academic years teachers will add an additional integrated unit. Grade level teams are using the instructional units from this year, and using these to guide the creation of interdisciplinary units in	On track and in progress On track and in progress

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			the purpose of creating curriculum that encourages students to think critically about equity and bias in society.	the coming school year.	
Visual Aesthetic that Reflects School Community Creating a visual aesthetic in the school community that demonstrates respect for a variety of cultures. • Display photographs and "where I'm from" paragraph and map of birthplace for students in ELL classes. • Creating and purchasing art that displays a variety of cultures. • Photographing and displaying portraits of Westerly Creek students who reflect the variety of cultures at the school.	October 2012 Meet with parents to gather support for improving aesthetic. Explore grants for murals and large art projects.	Yaisa Banek Parents, Franita Ware, Mrs. Sandra Burroughs, and Mrs. Jan Engelstat and PTA beautification Committee, PTA Committee teachers	Class resources School administrative funds and contributions from parents.	October – November 2012 From room 234 west to stairs Started and continuing January 7th Artwork and photographs of students will be hung in school hallways. • From room 120 traveling west to Cafeteria • From room 219 traveling west to room 258	Initiated in October 2012 New artwork will be displayed each month, starting in January 2013 and continue for 2 additional years.