

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 9496 School Name: CASTRO ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	72.05%	-	-	32.26%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	35.41%	-	-	
		W	54.84%	-	-	23.57%	-	-	
		S	45.36%	-	-	19.13%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	61	-	-	53	-	-	
		M	71	-	-	53	-	-	
		W	71	-	-	54	-	-	
ELP	40	-	-	52	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The Plan must be submitted to CDE by January 15, 2013 to be reviewed by CDE. Refer to the UIP website for more detailed instructions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. Because the school's plan is required under state accountability to be submitted by January 15, CDE will review the plan for Title I purposes at that same time. For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
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?	Yes, 2006-2007 (yr 1) and 2007-2008 (yr 2)
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Participated in 2006-2007
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.	N/A

Improvement Plan Information

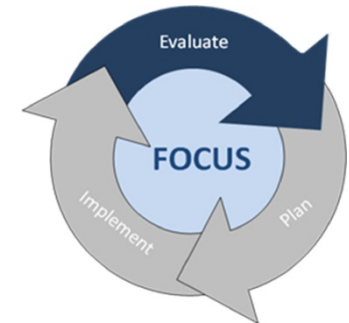
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Cheri Wrench, Principal
	Email	cheri_wrench@dpsk12.org
	Phone	720-424-8990
	Mailing Address	845 S. Lowell Blvd. Denver, CO 80219
2	Name and Title	Sarina Compoz, Assistant Principal
	Email	sarina_compoz@dpsk12.org
	Phone	720-424-8990
	Mailing Address	845 S. Lowell 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)	Reading target = 37% P/A on TCAP	Not met. 29% of 3 rd -5 th graders scored P/A on Reading TCAP which was 7.6% below target.	Students at or above grade level did not receive targeted instruction often enough to impact their status scores. Inconsistency of written responses impacted overall status scores. Decrease in growth data was result of ELD block that did not focus enough on strategic grammar and academic vocabulary.
	Math target = 43% P/A on TCAP	Not met. 32% of 3 rd -5 th graders scored P/A on Math TCAP which was 10.6 % below target.	
	Writing target = 30% P/A on TCAP	Not met. 18% of 3 rd -5 th graders scored P/A on Writing TCAP which was 11.8% below target.	
	Science target = 17% P/A on TCAP	Not met. 7% of 5 th graders scored P/A on Science TCAP which was 16.6% below target.	
Academic Growth	Reading MGP target = 55	Not met. Growth target missed by 2 percentile points. Actual MGP was 53.	
	Math MGP target = 55	Not met. Growth target missed by 2 percentile points. Actual MGP was 53.	

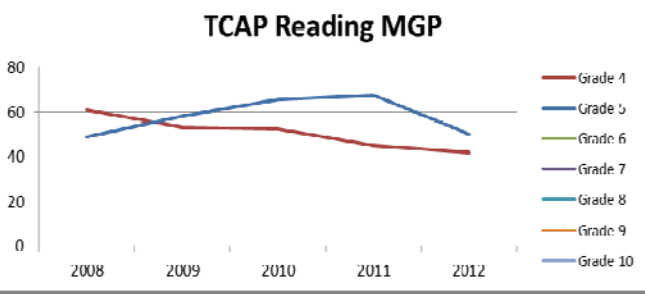
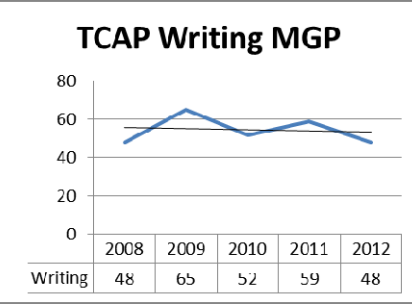
Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	Writing MGP target = 55	Not met. Growth target missed by 1 percentile point. Actual MGP was 54.	
Post Secondary Readiness	N/A	N/A	

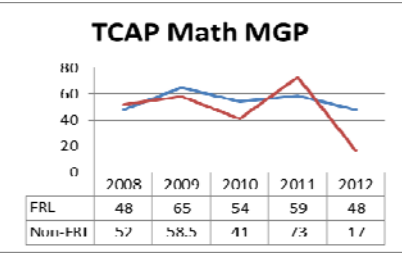
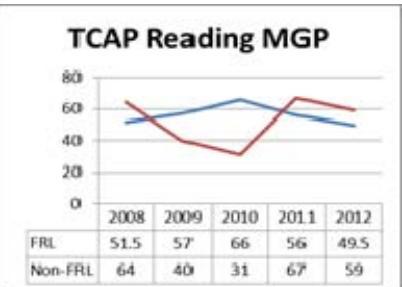
Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
Academic Achievement (Status)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">TCAP Reading</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;">2008</td> <td style="width: 10%;">2009</td> <td style="width: 10%;">2010</td> <td style="width: 10%;">2011</td> <td style="width: 10%;">2012</td> </tr> <tr> <td>Reading</td> <td>37%</td> <td>36%</td> <td>35%</td> <td>30%</td> <td>29%</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>The percentage of 3-5th grade students who scored proficient or advanced on reading CSAP/TCAP declined from 2008-2012 with scores 37, 36, 35, 30 and 29 dropping well below the minimum state expectation of 72%</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">TCAP Writing</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;">2008</td> <td style="width: 10%;">2009</td> <td style="width: 10%;">2010</td> <td style="width: 10%;">2011</td> <td style="width: 10%;">2012</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>22%</td> <td>20%</td> <td>21%</td> <td>16%</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px;"> <p>The percentage of 3-5th grade students who scored proficient or advanced on writing CSAP/TCAP declined from 2008-2012 with scores of 22, 22, 20, 21 and 16 dropping well below the minimum state expectation of 54%</p> </div>		2008	2009	2010	2011	2012	Reading	37%	36%	35%	30%	29%		2008	2009	2010	2011	2012	Writing	22%	22%	20%	21%	16%	<p>From 2008-2012 all tested students performing proficient or above on CSAP /TCAP reading has decreased from 37% to 36% to 35% to 30% to 29% and is well below state expectation of 72%.</p>	<p>We have not focused on the connection between written responses and how students comprehend text.</p>
	2008	2009	2010	2011	2012																						
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	2008	2009	2010	2011	2012										
Math	46	50	40	65	54										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p style="text-align: center;">TCAP Reading MGP</p>  <p>The MGP in TCAP 5th grade reading has decreased from 2008-2012 with scores of 50, 58, 62, 64, and 45 trending below the state expectation of 55.</p> <p>The MGP in TCAP 4th grade reading has decreased from 2008-2012 with scores of 60, 54, 50, 42, and 40 trending below the state expectation of 55.</p> <p style="text-align: center;">TCAP Writing MGP</p>  <table border="1" data-bbox="441 1169 808 1234"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>48</td> <td>65</td> <td>52</td> <td>59</td> <td>48</td> </tr> </tbody> </table> <p>The MGP in TCAP writing has been stable from 2008-2012 with scores of 48, 65, 52, 59, and 48 trending below the state expectation of 55.</p>		2008	2009	2010	2011	2012	Writing	48	65	52	59	48	<p>From 2008-2012 the median growth percentile 4th grade TCAP reading has decreased from 60 to 54 to 50 to 42 to 40 and is trending below state expectation of 55 median growth percentile.</p>	<p>We do not have a clear understanding of the developmental stages necessary to move students' linguistic levels.</p>
	2008	2009	2010	2011	2012										
Writing	48	65	52	59	48										

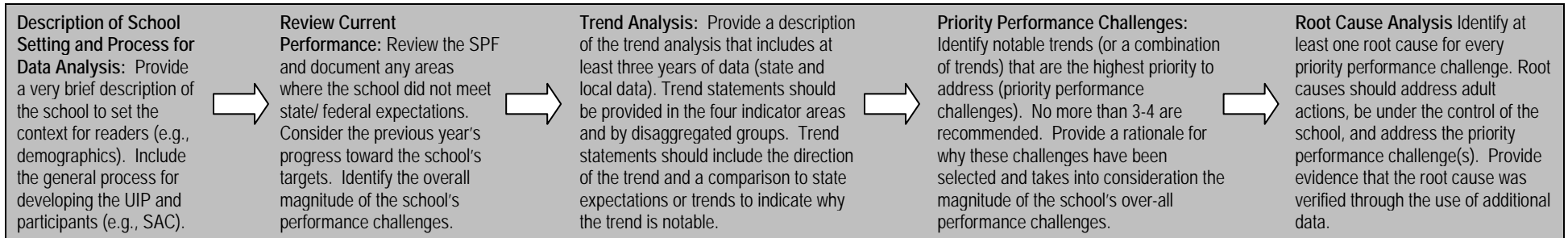
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Post Secondary & Workforce Readiness	N/A	N/A	N/A																																				
	N/A	N/A	N/A																																				

Data Narrative for School

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

Data Narrative for School



Narrative:

9/18/12

In September, our Castro leadership committees (CSC including parents, TLA, and SLT) jointly reviewed the data protocol as a process to identify our performance challenge. We reviewed Castro student data from the past five academic years in preparation for the 2012-2013 Unified Improvement Plan (UIP). We reviewed historical student data surrounding performance targets for the 2008-2012 school years (see pages 5-6). Our goal as a leadership team was to determine whether or not the performance targets were met.

CSAP Reading

2012 – 34% (3rd); 27% (4th); 26% (5th) = 29% overall
 2011 – 46% (3rd); 19% (4th); 32% (5th) = 30% overall
 2010 – 27% (3rd); 21% (4th); 53% (5th) = 35% overall
 2009 – 19% (3rd); 40% (4th); 40% (5th) = 36% overall
 2008 – 64% (3rd); 33% (4th); 28% (5th)= 37% overall

9/19/12

As a staff, we identified several Performance Challenges (PC) based on the status and growth data. As a staff, we then discussed each PC and multi-voted to identify our top two. Our identified PC's were as follows:

- From 2008-2012 the MGP of ELL's on CSAP/TCAP has decreased from 54 to 57 to 60 to 55 to 50 trending below the state expectation of 55 MGP.

- From 2008-2012 all tested students performing proficient or advanced on CSAP/TCAP reading had decreased from 37% to 36% to 35% to 30% to 29% and is well below the minimum state expectation of 72%.

10/3/12
Our CSC, SLT, and TLA used a data protocol to guide small-group discussions about the contributing factors of the decline in our CSAP Reading scores.

We used the REAL Criteria:

- What is in our control?
- Honesty
- REAL criteria.

Considerations (buckets): staff; administration; instruction; climate and culture; systems and/or structures; and students.

Keeping in mind what we, as a staff, have control over, and what we do not have control over, small-group conversations generated a collection of possible strengths and weaknesses. Two themes as possible explanations for our decline in CSAP Reading scores emerged from our staff discussions:

1. Reader's Response: How are we writing about reading?
2. English Language Development: What do we do during our ELD block and how are grammar and syntax addressed?

The information collected from small group conversations was used by the SLT/TLA/CSC leadership teams to further analyze root cause.

10/4/11
The CSC/SLT/TLA leadership teams met to identify a possible root cause. The team began with REAL Criteria and Criteria for Narrowing Explanations (provided by the CDE) to help guide our analysis of root cause.

First, the team met and reviewed the two themes from the staff meeting, and eliminated those that we did not have control over or were beyond our influence.

The team then reviewed and categorized possible explanations.

1. Intentional ELD/ Grammar block- We have concerns about:
 - No clear scope and sequence for grammar and syntax instruction with current curriculum
 - Philosophical differences among staff in language instruction
 - Current curriculum is not enough, it fulfills minimal expectations

2. Writing about Reading in Reader's Response- We have concerns about:

- We don't know what written responses look like at each grade level (need exemplars)
- Lack of professional development and inconsistent expectations on frequency/format/rigor
- Lack of vertical alignment

Once the team had an agreed upon explanation, we used The 5 Whys: Root Cause Identification Protocol to identify the root cause. The root causes were determined to be:

- We do not have a clear understanding of the developmental stages necessary to move students' linguistic levels
- We have not focused on the connection between written responses and how students comprehend text

Verification of Root Cause:

The CSC/SLT/TLA leadership teams considered our previous year's professional development, existing resources, staff attrition, and vertical alignment when verifying that Castro lacks a common understanding of developmental stages necessary to move students' linguistic levels and how written responses reflect students' understanding reading comprehension. As a result, our team confirmed that written responses and explicit grammar/syntax instruction are our root causes.

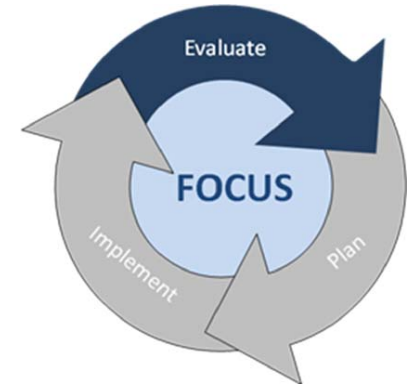
Section IV: Action Plan(s)

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	From 2008-2012 all tested students performing proficient or advanced on CSAP/TCAP reading had decreased from 37% to 36% to 35% to 30% to 29% and is well below the minimum state expectation of 72%.	By the end of the 2012-13 school year, 44% of the 3 rd -5 th grade students will score P or A overall on the TCAP reading.	By the end of the 2012-13 school year, 51% of the 3 rd -5 th grade students will score P or A overall on the TCAP reading.	Review STAR data Review running records and DRA2 PM tools Use released items from TCAP and other practice resources monthly to inform instruction	Teachers will identify and implement expectations of students' written responses.	
		M						
		W						
		S						
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	From 2008-2012 the MGP of ELL's on CSP/TCAP has decreased from 54 to 57 to 60 to 55 to 50 trending below the state expectation of 55 MGP.	By the end of the 2012-13 school year the MGP of ELL's on TCAP will meet the state expectation of 55 MGP.		Use CELA data to guide instruction Use WAPT data Use SIT process for early identification of second language learners not meeting grade level expectations in L1 and L2	Identify and implement an ELD block that address grammar and syntax.	
		M						
		W						

		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
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

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: Teachers will identify and implement expectations of students' written responses. **Root Cause(s) Addressed:** We have not focused on the connection between written responses and how students comprehend text.

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)
Utilize TCAP written response rubrics and other resources to determine writing expectations by grade level	November 2012	SLT, TLA, Principal, AP	Title I budget and school budget	Writing expectations will be understood by all teachers and demonstration will be evident in student work	
Create systemic writing expectations ECE-5 th grade for readers' response	November – December 2012	SLT, TLA, Principal, AP, ELA Department	School Budget	Grade level expectations and vertical alignment	
Vertical and horizontal teams ECE-5 th grade to discuss data, create school-wide alignment, and develop ways to assess student progress	On-going	Castro staff, district facilitators as needed	School budget	Monthly vertical team meetings ECE-5 th grade and team meetings ECE-5 th grade based on need	
PD will be determined by grade level ECE-5 th grade needs and school wide focus. SLT will look for opportunities to differentiate PD	On-going	SLT, TLA, Principal, AP, Consultants	Title I budget and school budget	PD determined by SLT and delivered to Castro staff ECE-5 th grade	
ECE-5 th grade staff will determine how to utilize the gradual release model as a strategy	On-going	ECE-5 th grade teachers, intervention	Title I budget	Vertical and grade level meetings	

		teachers			
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* 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: Identify and implement an ELD block that address grammar and syntax. **Root Cause(s) Addressed:** We do not have a clear understanding of the developmental stages necessary to move students' linguistic 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)
Identification of core resources to build a common understanding of expectations and strategies for linguistic learners	November	SLT, TLA, Principal, AP, ELA Department	Title I budget and school budget	Common definitions and grade level resources	
Identification of key consultants will be identified to support knowledge of current practices and research	November – December 2012	SLT, TLA, Principal, AP, ELA Department	School Budget	Core Resources/consultant	
Creation of school-wide alignment through Vertical (whole staff and ELA-E/ELA-S) and horizontal teams ECE-5 th grade	On-going	Castro staff, district facilitators as needed	School budget	Monthly vertical team meetings ECE-5 th grade, ELA-E/ELA-S, and team meetings ECE-5 th grade based on need	
Differentiated PD will be designed by SLT/TLA	On-going	SLT, TLA, Principal, AP, Consultants	Title I budget and school budget	PD determined by SLT/TLA and delivered to Castro staff ECE-5 th grade	
Utilize SIT process to support and identify second language students not meeting grade level expectations in L1 and L2	On-going	ECE-5 th grade teachers, intervention teachers, SLT, Consultants, Principal	School budget	Grade level resources	

Section V: Appendices

Richard T. Castro Elementary

Title I Accountability Provision #1: Parent Involvement/Communication

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

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Beginning of year parent meeting	October 12, 2012	Principal, Parent Liaison	(Title I funds)	Meeting to be held no later than October 15, 2012.
Parent/Teacher conferences (translators available if necessary)	October 2012, February 2013	Teachers, Title I Teachers, Title I Paras	(Title I funds)	Conferences with parents regarding student progress.
Trimester progress reports in English and Spanish to inform parents of their child's progress	November 2012, March 2013, May 2013	Teachers, Title I Teachers	(Title I funds)	Trimester reports will be sent home each trimester.
Parent-School Compact reviewed by CSC in collaboration with parent representatives. To be discussed and signed at parent/teacher conferences.	October 2012	Principal, Teachers, CSC, Parents	(Title I funds)	Parent-School compact to be sent home in advance of parent-teacher conferences and signed copies sent after parent-teacher conferences. Also to be posted on website.
Castro Wellness Team / Garden Team	2012-2013 school year	Principal, Teachers, Parents, and Community	(Kitchen Community Grant) (Title I funds)	Meet monthly to establish healthy eating and exercise policies for classrooms and school. Install new garden October 19, 2012.
Monthly Parent Meetings	2012-2013 school year	Principal, Parent Liaison, Parents	(Title I funds)	Meet monthly to inform parents of trainings, workshops, and resources.
Literacy Night	2012-2013 school year	Principal, Parent Liaison, Teachers, Title I Teachers, Title I Paras, Parents	(Title I funds)	Parents to participate in literacy activities with students. Take home books, bookmarks, and literacy activities sent home with parents.
Math Night	2012-2013 school year	Principal, Parent Liaison, Teachers, Title I Teachers, Title I Paras, Parents	(Title I funds)	Parents to play math games with students. Take home games sent home with parents.
Parent Newsletter / Thursday Folders	2012-2013 school year	Principal, Parent Liaison, Secretary, Parent Volunteers	(Title I funds)	Thursday folders sent home weekly and newsletters / flyers sent home as needed to increase communication with parents and families.
Website	2012-2013 school year	Principal, AP, Teachers, Title I Teachers, Parent Liaison	None	Website communication with parent, families, and community.

UIP and parent involvement policy to be communicated to parents.	2012-2013 school year	Principal, Parent Liaison, Parents	None	UIP and policy will be available in the office and on the website for review upon request.
Zumba parent classes (M, T, W, Th, F)	August 2012 to May 2013	Principal, Parent Liaison, Title I Paras, Parents	None	Send out flyers for Zumba classes, begin babysitting at first class.
Parent nutrition classes (6 weeks)	Spring 2013	Principal, Nurse, Parent Liaison, Castro Wellness Team, Parents	LiveWell Westwood Grant	Parents to participate in weekly nutrition classes. At end of 6 weeks, families receive groceries and recipes for healthy nutrition.
Parent workshops / ESL classes / GED classes	2012-2013 school year	Principal, Parent Liaison, Title I Teachers, Parents, Consultant	(Title I funds)	After a needs assessment, parents to receive support with workshops student engagement, student motivation, discipline, and homework. Parents to receive support with ESL classes and GED classes.
Parent representatives to Superintendent Forum and parent leadership trainings	2012-2013 school year	Principal, Parent Liaison, Parents	(Title I funds)	Parent representatives to recruit parent volunteers to attend leadership trainings.
Field Day	2012-2013 school year	Castro Staff	School	Parents to attend Field Day activities for students.
GymFest	2012-2013 school year	Principal, Gym teacher, Castro staff	None	Parents to attend GymFest activities for students.
Family Program Nights	2012-2013 school year	Principal, Specials teachers	None	Parents to attend programs for students (music, dance, art, technology, and library).
CSC Meeting / Parent Meetings	March 2013 May 2013	Principal, CSC, parents	None	CSC meeting / parent meeting to review UIP action steps and benchmarks.

Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

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

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Certification of Title I teachers and paraprofessionals will be monitored to ensure that they are highly qualified	2012-2013 school year	Principal, Business Manager	None	Title I teachers and paraprofessionals are highly qualified.
Principal will work with HR to attract and	2012-2013 school	Principal, Business Manager	None	Our school will retain teachers as

maintain highly qualified teachers	year			needed.
Teachers and paraprofessionals are highly qualified. HR reviews our teacher's certification and highly qualified status every year.	2012-2013 school year	Principal, Business Manager, Personnel Committee, HR	None	Attract highly qualified teachers by: Principal will have "crucial conversations" with staff members regarding their commitment to teaching excellence before creating the 2012-2013 roster. Principal and Personnel Committee solicited staff and CSC feedback regarding hopes and dreams for open positions. Attend Job Fairs.

Title I Accountability Provision #3: Transition from Early Childhood Programs

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

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Principal and Kindergarten teachers will meet with ECE teachers regularly.	2012-2013 school year	Principal, Kindergarten teachers, ECE teachers	None	Vertical conversations will demonstrate consistent expectations between ECE and Kindergarten.
Principal, Secretary, and/or Parent Liaison will meet with local preschool teachers and parents to share Kindergarten expectations	Spring 2013	Principal, Secretary, Parent Liaison	None	Parents and local preschools will be knowledgeable of Kindergarten expectations for students entering Kindergarten.
Kindergarten teachers and ECE teachers to meet in the Spring to discuss students moving to Kindergarten	May 2013	Kindergarten teachers and ECE teachers	None	ECE teachers will provide data to Kindergarten teachers.

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

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

We coordinate funds in the following ways: <ul style="list-style-type: none"> • Title I funds ~ salaries of Title I teachers and paraprofessionals, and parent involvement funds • Title II funds ~ staff development funds • Title III funds ~ salary of native language paraprofessional 	2012-2013 school year	Principal, Business Manager, CSC	Title I funds Title II funds Title III funds	Funds reviewed with CSC by Business Manager. Adjustments to be made based on staff feedback.
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