

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 9548 School Name: WHITTIER K-8 SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	71.43%	-	58.46%	53.49%	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	-	38.46%	51.16%	-	
		W	53.52%	57.77%	-	35.38%	55.81%	-	
		S	47.53%	48%	-	23.81%	-	-	
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	51	57	-	55	65	-	
		M	71	84	-	56	67	-	
		W	57	68	-	48	83	-	
ELP	43	-	-	54	-	-			

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 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.</p>	<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.</p>	<p>See your school's performance frameworks for listing of median growth by each disaggregated group.</p>	<p>Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate 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 - using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness: -</p>
	<p>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.</p>	At 80% or above for each disaggregated group	<p>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>	-	
	<p>Dropout Rate Expectation: At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score 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 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/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	October 10,2012

Improvement Plan Information

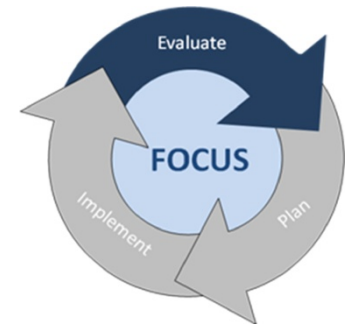
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Jai Palmer, Principal
	Email	Jai_Palmer@dpsk12.org
	Phone	720-424-3040
	Mailing Address	2480 Downing Denver, Colorado 80205
2	Name and Title	Lynette Hall-Jones
	Email	Lynette_Hall-Jones@dpsk12.org
	Phone	720-424-3040
	Mailing Address	2480 Downing Denver Colorado 80205

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)	<table border="1"> <thead> <tr> <th>MATH</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Elem</td> <td>32%</td> <td>42%</td> <td>35%</td> </tr> <tr> <td>Middle</td> <td>26%</td> <td>33%</td> <td>47.3%</td> </tr> </tbody> </table>	MATH	2010	2011	2012	Elem	32%	42%	35%	Middle	26%	33%	47.3%	<p>Benchmark analysis reveals that the following are the benchmarks on which the greatest number of students score partially proficient or lower:</p> <p>Grade 4 decimals, fractions, and the equivalency of each, organize construct and interpret a table, line plot, bar graph, and pictograph from any data, given a real world problem solving situation use an appropriate operation and appropriate method to solve the problem.</p> <p>Grade 5 will target: read, interpret and draw conclusions from various displays of data, find the perimeter and area or rectangles and squares using the appropriate units, and the overall standard of geometry with emphasis geometric conjectures and map grids.</p>	<p>Math goal not met- Standards based instructional materials and spiral review not congruent with the extraction of state standards</p>
MATH	2010	2011	2012												
Elem	32%	42%	35%												
Middle	26%	33%	47.3%												

READ	2010	2011	2012
Elem	40%	42%	56%
Middle	43%	42%	52%

T-CAP scores in reading improved by 15% in 11-12 overall (grades 3-5)

Reading T-CAPs have improved from 42% to 54% for both elementary and middle school.

7.4% of 3rd graders in 09-10, 32% of 4th graders in 10-11, and 35% of 5th graders in 11-12 were proficient or above in elementary writing

For SPED students achievement results indicate slight performance increases in writing with only 0% in 09-10, 5% in 10-11, 9% in 11-12 proficient or above in writing

17.4% of 3rd graders in 09-10, 32%% of 4th graders in 10-11, and 35% of 5th graders in 11-12 were proficient or above in writing

Benchmark analysis reveals that the following are the benchmarks on which the greatest number of students score partially proficient or lower:

Grade 3: Main idea, supporting details and inference

Grade 4: Word recognition, predictions and drawing conclusions, and author's point of view

Grade 5: Word recognition and unfamiliar words in context, predictions and drawing conclusions, author's point of view, read to define problems and solve answers, and author's purpose

Writing:

Grade 3: Word choice, correct grammar, and complete sentences, strong adjectives and verbs, figurative language

Grade 4: Organization, writing purpose, complete sentences, punctuation, strong adjectives and verbs, figurative language

Grade 5: Sentence structures, transitions, write and speak for a variety of purposes, strong adjectives and verbs, figurative language, and five paragraph essay format

Whittier students scoring unsatisfactory in early elementary school tend to remain unsatisfactory until 6th grade when they might move to partially proficient.

Reading goal met- Standards based instructional materials and spiral review is systematic and based on ongoing assessment for students to learn content

Independent reading extended by 60 minutes daily for targeted students

Teachers have improved their understanding of what is required for students to be proficient at each grade level (systemic and programmatic root cause) but were not able to include instructional materials and practices in to the yearly spiral. This has become a top priority and we will continue to refine this process

Continue to refine standards based instructional materials that are systematic and based on ongoing assessment for students to learn concepts to the level of automaticity (programmatic root cause)

Continue to refine explicit standards based practice throughout the instructional day for students to learn concepts to the level of automaticity (programmatic root cause)

Continue to refine constructed response practice throughout the school day for students to learn concepts to the level of automaticity (programmatic root cause)

Academic Growth	<p>Math: Elementary Median Growth Percentile: Meets similar school growth district criteria at 56. Whittier closed the gap between it and its cluster schools at 56.</p> <p>Writing: Median Growth Percentile Whittier's median growth percentile for writing is below the median growth percentile for similar schools percentile by 5 points at 48 where similar schools are at 53</p>	<p>n/a</p> <div style="border: 1px solid black; padding: 5px;"> <p>Whittier's writing growth is consistently low at the elementary level. Whittier must gain 9 percentile points this year to meet state expectations.</p> <p>In writing, Whittier students scoring unsatisfactory in early elementary school tend to remain unsatisfactory until 6th grade when they might bump to partially proficient.</p> <p>In writing, Whittier's average elementary catch up growth has declined from 31% of non-proficient students</p> </div> <p>Not enough standards based instructional materials that are systematic and based on ongoing assessment for students to learn concepts to the level of automaticity (programmatic root cause)</p> <p>Not enough explicit standards based practice throughout the instructional day for students to learn concepts to the level of automaticity (programmatic root cause)</p> <p>Not enough constructed response practice throughout the school day for students to learn concepts to the level of automaticity (programmatic root cause)</p>	

		<p>being on track to catch up in 2011 to only 21% being on track to catch up in 2012.</p> <p>Teachers do not emphasize writing concepts because there is no consensus on essential grade level skills teachers must understand what is required for students to be proficient at each grade level (systemic and programmatic root cause)</p> <p>We have not invested in technology for the purpose of supporting classroom instruction and extending the learning day in standards based instruction.</p>	
	<p>Reading: Median growth in elementary is at 55 which is an increase of 15.5 and at 65 in middle school and is stable</p>	<p>Target met no modifications at this time</p>	
Academic Growth Gaps	<p>While Whittier has shown persistent gaps in the performance of students when disaggregated by race/ethnicity, SPED status or FRL status students have</p>	<p>While Whittier improved FRL proficiencies from 39% proficient in 2011 to 53% proficient in 2012 and their non-FRL peers improved from 50% proficiency in 2011 to 78% 2012.</p>	

	increased their proficiency level.	<p>The gap between Whittier's African American students and their white peers increased from 26% in 2010, to 28% in 2011, to 34% in 2012.</p> <p>Gaps between disaggregated middle school groups have remained relatively constant in math and improved in reading and writing.</p>	
Post Secondary Readiness			

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>Elementary Math - 4 points above the similar school district average for the past 2 years but 1 point below the district average for the past 3 years</p> <p>Reading- 4 points above the similar school district average for the past 2 years but 2 points below for the past 3 years</p> <p>Writing- 1 point above the similar school district average for the past 2 years but 4 points below for the past 3 years</p> <p>Middle School Math - 11 points above the similar school district average for the past 3 years</p> <p>Reading- 7 points above the similar school district average for the past 2 years but 2 points above for the past 3 years</p>		

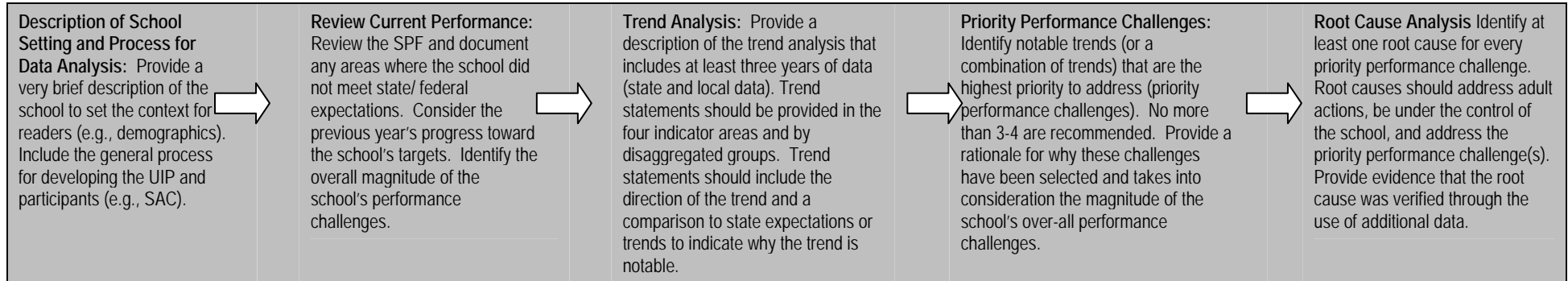
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Writing- 15 points above the similar school district average for the past 2 years but 12 points above for the past 3 years.</p>		
Academic Growth	<p>Elementary Math - Above the district average for the past 2 years by an average of 9 points</p> <p>Reading- 6 points below the district average for the past 3 years</p> <p>Writing- 11 points below the district average for the past 3 years</p> <p>Middle School Math- 14 points above the district average for the past 3 years</p> <p>Reading- 7 points above the district average for the past 3 years</p> <p>Writing- 12 points above the district average for the past 3 years with 21 points above the district average for the past 2 years</p>	<p>Overall students have shown moderate growth over the past 2 years in writing and math. Therefore math and writing will be our focus this year</p>	<p>(systemic and programmatic root cause)</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	<p>Elementary Special education below average for similar schools for the past 3 years in reading, writing and math</p> <p>Middle School Special education below average for similar schools for the past 3 years in reading, writing, and math</p>		(systemic and programmatic root cause)
Post Secondary & Workforce Readiness			

Data Narrative for School

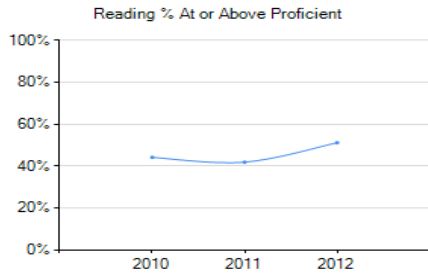
Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the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

Data Narrative for School



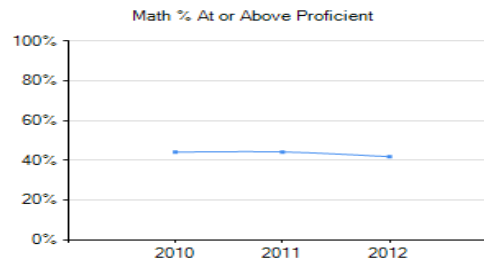
Narrative:

Trend and priority Needs



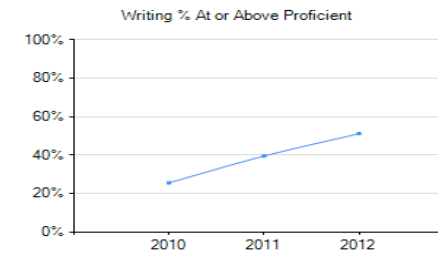
	2010	2011	2012
Reading	44 %	42 %	51 %

Our best gains last year were in reading. Overall in reading Whittier had an average of 51% of our student's proficient which is a significant gain from last year in which our school had an average mean of 42%. This is the first time our school has been above 50% proficient in reading.



	2010	2011	2012
Math	44 %	44 %	42 %

Overall we decreased by 2% in math proficiency. This is primarily due to a drop of proficiency in: grade 3 by 9%, 4 by 14% and grade 5 by 13%. Elementary math is a primary target for this year.



	2010	2011	2012
Writing	26 %	40 %	51 %

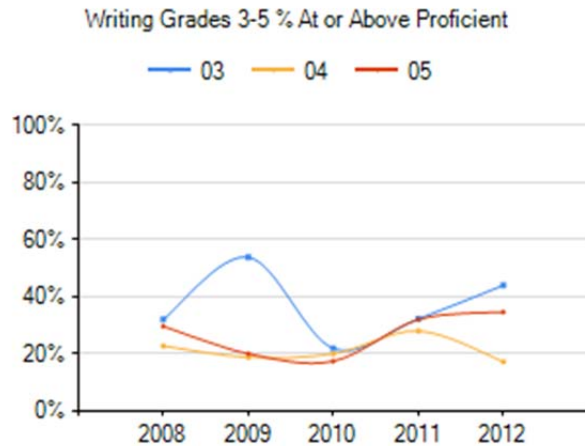
We have seen a significant increase in writing proficiency since 2010. Much of this has been attributed to the gains in middle school writing. Elementary writing had a gain of 14% in 3rd grade, 35% in fifth grade, but a decrease of 11% in 4th grade. Elementary writing is a primary target for this year.

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Elementary Writing

Status-Proficiency

We considered three years of data related to academic performance trends. The data included T-CAP and Interim assessments. Trends in proficiency were stable in grades 3 and 5 with a gain of 7 percentage points in 3rd grade from 32% to 44% and a 3 percentage point 32% to 35% gain in grade 5. Grade 4 data indicates a significant decrease by 11 points from 28% proficient to 17%. Cohort grades 3 to 4 indicate a significant decrease of 15% from 32% to 17%. Cohort grades 4 to 5 indicate a gain of 7 percentage points from 28% to 35%. The priority is to increase status or proficiency to a mean of 50% in grades 3-5. If we are able to achieve this increase then we will meet the state elementary growth of 57% for grades 3-5. This will also improve the cohort growth from grade level to grade level.



Growth- Elementary

Growth Percentiles as based on T-CAP results: Our student growth in elementary remained the same. There was also no change in the level of proficiency. Growth at the elementary level in writing will be a major goal for the 2012-2013 school year. Therefore we have targeted a proficiency rate of 50% which will meet the growth expectations for the state.

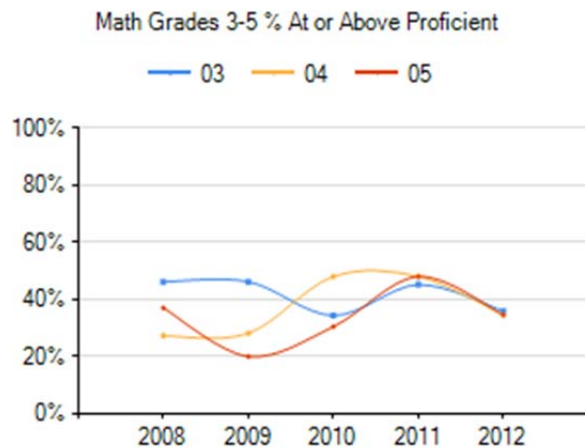
WRITING ELEMENTARY

2011	2012
48	48

Elementary Math

Status-Proficiency

Whittier had a significant proficiency decrease in math last year in all elementary grade levels: in 3rd grade 9%, 4th by 14%, and 5th by 13%. Cohort grades 3 to 4 had a significant proficiency decrease of 11% from 45% to 34%. Cohort grades 4 to 5 had a decrease of 13% from 48% to 35%. Based on quantitative and qualitative analysis we have determined much of the decline is due to the extraction of standards in which our students performed at a substantially higher level. Therefore, will allocate a significant amount of time to instructing students in the remaining standards as based on assessment framework data. Since elementary math showed the highest decrease in proficiency in grades 3-5 this will be a primary priority.



Growth- Elementary

Growth Percentiles as based on T-CAP results: Our students had an increase of 2 points for growth in elementary. This growth is above the similar school growth average of level but not to the degree of statistical significance. Therefore we have targeted a proficiency rate of 50% which will meet the growth expectations for the state.

MATH ELEMENTARY

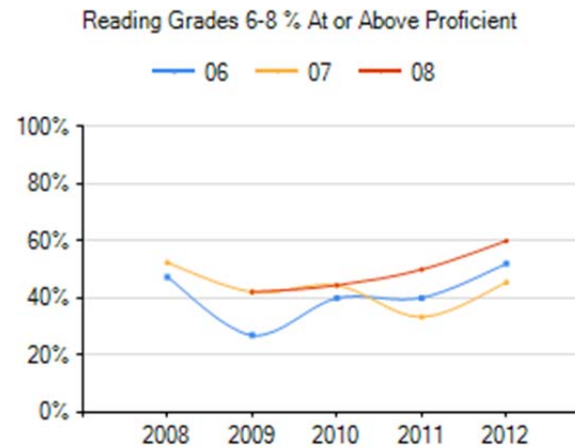
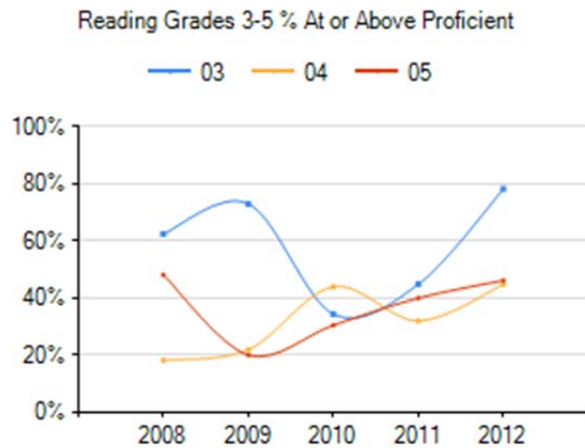
2011	2012
58	56

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Elementary and Middle School Reading

Status-Proficiency

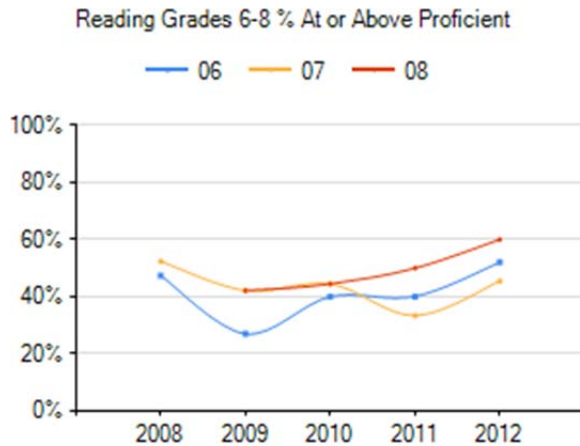
Elementary reading had a proficiency gain of 14% in grades 3-5 and 11% in middle school. Whittier had a proficiency gain average of 14% in grades 3-8. We also had an average of 54% of our students proficient in grades 3-8. We will attempt to sustain the growth and proficiencies for 2012-2013 as this will increase the overall growth for next year's reporting period of 2014. Based on our data reading will not be a priority for this year.



Middle School Writing

Status-Proficiency

Whittier had a 15% average increase in proficiency in middle school. We also had an average of 56% of our student's proficient. After reviewing the assessment frameworks for 2011-2012 we have determined that there will be more of a focus on status and proficiency rather than growth. We have also determined based on the assessment frameworks that we will target specific standards in an effort to increase proficiency. This will be defined in middle school data analysis section. Based on our data writing will not be a priority for this year.



Elementary Data Analysis

Whittier K-8 literacy met the goal of 51% student's proficient last year with an average 56%. Our elementary writing is below the district median at 48 which is a decline from last year. As based on a review of the Writing Assessment Frameworks from 2008-2012 the following will be targeted in grades 3, 4, and 5: Subject-verb agreement, complete sentences, adverbs, adjectives, pronouns, and organization of writing structures. Elementary math "Growth" has been at the status of "Meets" and above the median growth for 3 of the past 3 years. However the level of proficiency declined. As based on a review of the Math Assessment Frameworks from 2008-2012 the following will be targeted: Grade 4 decimals, fractions, and the equivalency of each, organize construct and interpret a table, line plot, bar graph, and pictograph from any data, given a real world problem solving situation use an appropriate operation and appropriate method to solve the problem. Grade 5 will target: Read, interpret and draw conclusions from various displays of data, find the perimeter and area of rectangles and squares using the appropriate units, and the overall standard of geometry with emphasis geometric conjectures and map grids. Our growth analysis points to a specific population within our school in reading, writing and math- SPED students scoring significantly below non special education students with a proficiency gap of 47 percentage points students gap as measured by the reference population. We also found that in order to sustain and maintain growth that the number of students scoring proficient must increase. An increase of proficient students particularly in math and writing will have a positive net effect on school wide status. The following is a quantified break down of the goals. Reading: Maintain the elementary proficiency at 56%. Increase Catch Up Growth to at least 38% 2. Reduce unsatisfactory results as determined by CSAP to no more than 10% in grades 3-5 Writing: 1. Increase the elementary growth %tile from 47.5 to 65% above and attain 50% proficiency. Math: Increase math growth at a level of 71% and above and attain 50% proficiency. We will continue to monitor students continuously for the purpose of increasing school wide status as we have a significant transient population.

New Information Added February 4th

Based on interim data Whittier has integrated the ALEKS math and additional supplemental teacher materials for grades 3-5 for the purpose of spiraling the academic standards and providing explicit materials for the following standards: Grade 3 and 4: All content standards in algebra, patterns, functions, statistics and probability measurement. Grade 5: statistics & probability measurement. Implemented based on mid-year interim data. Whittier has integrated writing supplemental teacher materials for grades 3-5 for the purpose of spiraling the academic standards and providing explicit materials for the following standards: Grade 3: 3.b Use correct grammar (noun and simple verb) .3.c Write in complete sentences, 3.e Use correct spelling of age-appropriate high frequency words, regular plurals and phonetic spelling for difficult words. Grade 4 and 5:

Students write and speak for a variety of purposes and audiences, 2.b Organize their writing, 3.a Know and use correct subject/verb agreement, 3.e Write in complete sentences.

Middle School Data Analysis

Whittier K-8 literacy has exceeded growth for the past 2 years in middle school. Math has had growth gains of an average of 69.5 over a two year period which is above the district median. Writing had median gain of 72 which is above the district average and is in the "Exceed" category. Whittier also out performed students in our similar cluster in the following categories: FRL 100% and minority populations at 88.89%. As based on a review of the Assessment Frameworks from 2008-2012 we will continue to target: Main idea, central themes, author's purpose, author's point of view, theme, connotation denotation, compare and contrast, and analysis as it relates to bloom's taxonomy. For writing Whittier will sustain the target the writing standard of organization for the purpose of increasing proficiency. The performance of disaggregated groups of students was also considered. We found that our students are growing academically 12 percentage points above similar schools in reading, 11 percentage points in math and 24 percentage points in writing. Based on this year's data we attained 3 years of consecutive growth in middle school in reading and writing. Therefore, we will work to maintain our growth by allocating additional time throughout the day to explicitly target the "power standards" at each grade level. As a result of these practices our goal is the following in reading, writing and math in grades 6, 7 and 8: Maintain 50% proficiency in reading and writing and attain 50% proficiency in math. Based on similar school data we will remain in the meets expectation category if we meet this goal.



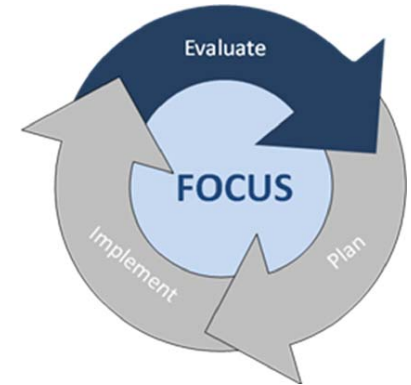
Section IV: Action Plan(s)

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	By the end of 2012-2013 school year, 55 % of the students will score proficient or advanced overall on the literacy CSAP. There will be a ten percentage point increase in the percent of students proficient or above on the following standards: Main idea, supporting details, inferences, drawing conclusions and predication. We will also focus on the following as they correlate to the new standards: theme, author's purpose, author's point of view, and evaluating arguments		Interim and Acuity Assessments (the interim will be administered in Sept. and the Acuity will be administered in Dec.) additional assessments will be scheduled based on teachers meetings and student data. Students will be assess on STAR every 2 weeks to ensure progress is being made according to the new Common Core Standards *See Action Steps for meeting frequency	Increase the amount of time allocated daily to the following standards: Main idea, supporting details, inference, drawing conclusions, and predictions, theme, author's purpose, author's point of view and evaluating arguments. Increase independent reading time for the purpose of reinforcing fluency and automaticity and metacognition practice.
		M	By the end of 2012-2013 school year, 50 % of the students will score proficient or advanced overall on the Math T-CAP. There will be a sixteen point increase in the percent of students proficient or above on the following standards: grade 4 decimals, fractions, and the equivalency of each, organize construct and interpret a table, line plot, bar graph, and pictograph from any data, given a real world problem solving situation use an appropriate operation and appropriate method to solve the problem. Grade 5 will target: read, interpret and draw conclusions from	By the end of 2013-2014 school year, 55 % of the students will score proficient or advanced overall on the Math T-CAP. There will be a sixteen point increase in the percent of students proficient or above on the following standards: grade 4 decimals, fractions, and the equivalency of each, organize construct and interpret a table, line plot, bar graph, and pictograph from any data, given a real world problem solving situation use an appropriate operation and appropriate method to solve the problem. Grade 5 will target: read, interpret and draw conclusions from		

				various displays of data, find the perimeter and area or rectangles and squares using the appropriate units, and the overall standard of geometry with emphasis geometric conjectures and map grids.	various displays of data, find the perimeter and area or rectangles and squares using the appropriate units, and the overall standard of geometry with emphasis geometric conjectures and map grids. We will also target new standard deficiencies as T-Cap transitions into the new assessment		
		W		By the end of 2012-2013 school year, 50 % of the students will score proficient or advanced overall on the Math T-CAP. Grades 3, 4, and 5: Subject-verb agreement, complete sentences, adverbs, adjectives, pronouns, and organization of writing structures.	By the end of 2012-2013 school year, 55 % of the students will score proficient or advanced overall on the Math T-CAP. Grades 3, 4, and 5: Subject-verb agreement, complete sentences, adverbs, adjectives, pronouns, and organization of writing structures. We will also target new standard deficiencies as T-Cap transitions into the new assessment.		
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R		By the end of 2012-2013 school year, there will be a 8% median increase from 48% to 57% in reading as based on T-CAP	By the end of 2013-2014 school year, there will be a 3% median increase from 57% to 60% in reading as based on T-CAP	Interim and Acuity Assessments (the interim will be administered in Sept. and the Acuity will be administered in Dec.) additional assessments will be scheduled based on teachers meetings and student data. Students will be assess on STAR every 2 weeks to ensure progress is being made according to the new Common Core Standards *See Action Steps for meeting frequency	Increase the amount of time allocated daily to the following standards: Main idea, supporting details, inference, drawing conclusions, and predictions, theme, author's purpose, author's point of view and evaluating arguments. Increase independent reading time for the purpose of reinforcing fluency and automaticity and metacognition practice.
		M		By the end of 2013-2014 school year, there will be a 15% median increase from 56% to 71% in math as	By the end of 2013-2014 school year, there will be a 1% median increase from 71% to 72% in math as	Interim and Acuity Assessments (the interim will be administered in Sept. and the Acuity will be administered in Dec.) additional assessments will be scheduled based on teachers meetings	Increase the amount of time allocated daily to the following standards: Grade 4 decimals, fractions, and the equivalency of each, organize construct and

				based on T-CAP	based on T-CAP	and student data.	interpret a table, line plot, bar graph, and pictograph from any data, given a real world problem solving situation use an appropriate operation and appropriate method to solve the problem. Grade 5 will target: Read, interpret and draw conclusions from various displays of data, find the perimeter and area of rectangles and squares using the appropriate units, and the overall standard of geometry with emphasis geometric conjectures and map grids.
		W		By the end of 2012-2013 school year, there will be a 8% median increase from 48% to 57% in writing as based on T-CAP	By the end of 2013-2014 school year, there will be a 3% median increase from 57% to 60% in writing as based on T-CAP	Interim and Acuity Assessments (the interim will be administered in Sept. and the Acuity will be administered in Dec.) additional assessments will be scheduled based on teachers meetings and student data.	Increase the amount of time allocated daily to the following standards: Subject-verb agreement, complete sentences, adverbs, adjectives, pronouns, and organization of writing structures.
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Increase elementary reading Proficiency to 55%

Root Cause(s) Addressed: Systemic and programmatic root cause

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 classroom teachers will implement the program by introducing the spiral curriculum, constructed response standards and the model-transfer to independent process.	September 4	Jai Palmer, Principal Jennifer Stewart, Lead Teacher	Spiral Curriculum by Jerome S. Brunner Constructed response power standards for each grade level model, transfer, independent process No cost	Teachers will begin spiral cycle in September. Teachers will have completed second cycle of spiral in December.	In progress
Principal will monitor teacher progress by: Classroom observation and meeting with lit. teachers individually every two weeks	Every two weeks	Jai Palmer, Principal Jennifer Stewart, Lead Teacher	Student work Interim Assessment 1,2 & 3 STARS assessment every 2 weeks No cost	The principal and teacher will develop a schedule for one to one meetings.	In progress
Principal will request the following during off meeting weeks: Student work based on spiral schedule	Every two weeks	Jai Palmer, Principal	Student work Interim Assessment 1,2 & 3 STARS assessment every 2 weeks No cost	The principal and teacher will develop a schedule of when materials are due in October	In progress
The teacher's will receive one to one Accelerated Reader	Starting in	Roberta Morrow,	Accelerated Reader purchased		In progress

training via a coach once a month	September	Computer Teacher Latricia Barber, Literacy Teacher Kelly Austin, AR coach Jennifer Stewart, Lead Teacher	through Title 1 funding. 6,900.00		
Computer standards based program	August 18	Roberta Morrow, Computer Teacher	Standards based on-line program purchased through Title 1 funding. 6,000-8,000	Students will be instructed during RTI portion of the day by the computer teacher. On-line data will be analyzed for future RTI instruction and planning.	In progress

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

Major Improvement Strategy #2: Increase elementary math proficiency/status to 50%

Root Cause(s) Addressed: Systemic and programmatic root cause

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 elementary classroom math teachers will implement the program by introducing the spiral curriculum with emphasis on power standards in grades 3-5. These are the standards students where student achievement decreased as based on T-CAP.	September 4	Jai Palmer, Principal	Spiral Curriculum by Jerome S. Brunner Constructed response power standards for each grade level model, transfer, independent process No cost	Teachers will begin spiral cycle in September. Teachers will have completed second cycle of spiral in December.	In progress
Principal will monitor teacher progress by: Classroom observation and meeting with lit. teachers individually every two weeks	Every two weeks	Jai Palmer, Principal Norma Benjamin, Math Teacher Lynette Hall-Jones, Math Teacher	Student work Interim Assessment 1,2 & 3 No cost	The principal and teacher will develop a schedule for one to one meetings.	In progress
Principal will request the following during off meeting weeks: Student work based on spiral schedule	Every two weeks	Jai Palmer, Principal Norma Benjamin, Math Teacher Lynette Hall-Jones, Math Teacher	Student work Interim Assessment 1,2 & 3 No cost	The principal and teacher will develop a schedule of when materials are due in October	In progress

Major Improvement Strategy #3: Increase elementary writing proficiency/status to 50%

Root Cause(s) Addressed: Systemic and programmatic root cause

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 elementary classroom writing teachers will implement the program by introducing the spiral curriculum with emphasis on power standards in grades 3-5. These are the standards students where student achievement decreased as based on T-CAP.	September 4	Jai Palmer, Principal	Spiral Curriculum by Jerome S. Brunner Constructed response power standards for each grade level model, transfer, independent process No cost	Teachers will begin spiral cycle in September. Teachers will have completed second cycle of spiral in December.	In progress
Principal will monitor teacher progress by: Classroom observation and meeting with lit. teachers individually every two weeks	Every two weeks	Jai Palmer, Principal Michael Keatinge, Literacy Teacher Latricia Barber, Literacy Teacher	Student work Interim Assessment 1,2 & 3 No cost	The principal and teacher will develop a schedule for one to one meetings.	In progress
Principal will request the following during off meeting weeks: Student work based on spiral schedule	Every two weeks	Jai Palmer, Principal Michael Keatinge, Literacy Teacher Latricia Barber, Literacy	Student work Interim Assessment 1,2 & 3 No cost	The principal and teacher will develop a schedule of when materials are due in October	In progress

Section V: Appendices

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

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