

## Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: **0880**      District Name: **DENVER COUNTY 1**      School Code: **6970**      School Name: **FLORIDA PITT-WALLER ECE-8 SCHOOL** Official 2014 SPF: **3 Year**

### Section I: Summary Information about the School

**Directions:** This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

#### Executive Summary

##### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

#### Priority Performance Challenges

Across all content areas, and in all sub-groups, the majority of students attending Florida Pitt Waller ECE-8<sup>th</sup> School are achieving below state and district expectations, with the most consistent underperforming groups being Blacks, Hispanic, ELLs, FRL and SPED and after reviewing data, Priority Performance Challenges were determined by the School Leadership Team and administration. Through data review and trends, it was determined that there was a significant opportunity gap between Hispanics, Blacks, ELL's, Special Education, and male students when compared to Asian and Multi-races students. The PARCC, DRA, and READ-Act data for subgroups were reviewed for the last 3-5 years and based on the review, it was further determined the as a building, we were not closing the gap as quickly as needed. We also determined we were not meeting the minimum growth levels prescribed by Denver Public Schools, and Colorado Department of Education.

*(Explain how you prioritized performance challenges. Include at least one priority performance challenge for each indicator for which minimum expectations were not met. Specify priority disaggregated groups in detail such as for a cohort of students, a grade level, or within a sub-content area.)*

#### Root Cause

*(Name the root causes for each of your priority performance challenges. Make sure the causes are ones the school can control and that they reflect the analysis of multiple types of data. Consider broad, systemic root causes if the school did not meet expectations on a large number of indicators. Explain how you identified and verified (with more than one data source) root causes and how stakeholders were involved.)*

We lacked systems and structures to support best practices across all grade levels and all content areas. The root cause was identified by reviewing sub-group achievement trends as measured by PARCC, READ-Act and DRA-2. The review was a joint effort led by our School Leadership Team and in full collaboration with our community (CSC) and teachers.

**Why is the school continuing to have these problems?**

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

The problem continues to occur because of the high turn-over of staff members coupled with a lack of training of newly arrived/assigned teachers.

**What action is the school taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Efforts have been undertaken to provide distributive leadership amongst the staff. During the 2015-2016 school year, four Team Lead teachers were recruited to assist with Professional Development, Planning, Data Driven Instruction etc. The community has also requested 3 additional Team Lead positions for the 2016-2017 school year.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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**Pre-Populated Report for the School**

**Directions:** This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
<b>ESEA and Grant Accountability</b>			
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 is not identified as a Focus School and does not need to meet those additional requirements.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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**Section II: Improvement Plan Information**

**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?
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

**Improvement Plan Information**

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

State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review and Planning Grant  
 School Improvement Support Grant   
  READ Act Requirements   
  Other: \_\_\_\_\_

**School Contact Information** (Additional contacts may be added, if needed)

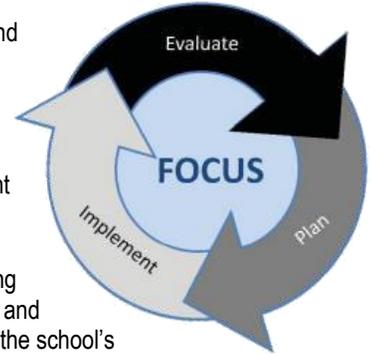
1	Name and Title	Charles M Babb, Principal
	Email	Charles_babb@dpsk12.org
	Phone	720-424-2842
	Mailing Address	21601 east 51 <sup>st</sup> Place, Denver, CO.80249
2	Name and Title	Kayla Grayson, Assistant Principal Mariellen Hoffman, Assistant Principal
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	Phone	720-424-2862
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### 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### Data Narrative for School

**Directions:** In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<p><b>Description of School Setting and Process for Data Analysis:</b> 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., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least 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.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p><b>Root Cause Analysis:</b> 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. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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**Narrative:**

Florida Pitt Waller is an ECE-8<sup>th</sup> grade school with a current population of 906 students:

- 46% Hispanic
- 34 % African American
- 8% White
- 5 % Asian
- 5 % Multiply Races
- 67% Non-ELL
- 33% ELL
- 11% SPED
- 74% FRL

The administrative team, which consists of the principal and two assistant principals, collaborates with the School Leadership Team, Teach Leaders, Teacher Effectiveness Coach, Instructional Leadership Team and Grade Level teachers throughout the school year in reviewing and analyzing data generated by Colorado Department of Education, Denver Public School and formative assessments generated at Florida Pitt Waller. The initial focus is to determine the end result of any assessment and determined if that was accomplished. Once that has been completed, the groups will review the performance of each subgroup within the community and based on that review, determine what group or groups need additional support. Specifically, the performance indicators in the content areas of reading, writing, listening, speaking and math are reviewed and analyzed with the outcome being to identify trends, priority performance challenges and root causes. The process of evaluating data started in August, 2015 during designated DPS “green days”. Teachers were divided into groups based on content knowledge, and areas of expertise; with the outcome being to identify specific needs, and to group students accordingly. After meeting as grade levels, teachers were further divided into vertical groups to discuss strategies/best practices to determine what students needed to know and master at each grade level to become proficient.

The community initiated work with the UIP in August 2015 with the understanding that the document was fluid and changes would be occurring throughout the school year. Follow-up meeting were conducted in September and October, with the purpose being to further review and synthesis trend statements. During the October meeting, the leadership team narrowed the focus and authored our Priority Performance Challenges. We identified the largest challenges and ascertain where we could maximize result. The challenges identified were in the areas of (a) focusing more strategically on free and reduced lunch students; (b) focusing on African-American and Hispanic reading gaps in grades 3<sup>rd</sup>-8<sup>th</sup>. (c) addressing the special education achievement gap, and close the opportunity gap between ELL and non-ELL students. Additional meetings were conducted in October, and throughout the school year.

Parent involvement has been critical in our quest to improve the academic achievement of Florida Pitt Waller students. During the first month of school, teachers hosted a Back-to-School Night during which they reviewed individual student data with parents. Later in October, during Parent/Teacher Conferences, teachers continued the conversation by sharing with parents a portfolio of student work. Home visits were conducted in August, September and October and are on-going throughout the year. During monthly meetings with English Language Learner parents’, state assessment data (ACCESS) was discussed and parents were given strategies they could use at home to assist students. In 2014, we hired a Parent/Family Liaison to assist with reaching out to parents. She has been instrumental in hosting monthly “themes” night, Student of the Month, Coffee/donuts with the principal, and identifying parent volunteers.

Hiring qualified English Language Acquisition teachers was a focus for 2015/2016. The admin and Personnel Committee attended recruiting fairs throughout the year in an effort to

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fill critical ELA-Spanish positions. Florida Pitt Waller has hosted a recruiting night and the principal has traveled out to state with Human Resources in our effort to recruit candidates. Once new teacher were hired, a mentor teacher from the building is assigned to assist the new teacher in learning and preparing for the school year. Our Teacher Effectiveness Coach is also assigned to work with the teacher throughout the year on such challenges as data, lesson planning classroom behavior etc. New teachers are offered professional development opportunities in the building and throughout the district during the year. Monthly new teacher meetings are also conducted throughout the year.

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**Worksheet #1: Progress Monitoring of Prior Year's Performance Targets**

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	<p><b>READING:</b> By the end of the school year, 66% of students will score proficient or advanced over-all on the state assessment.</p> <p><b>MATH:</b> By the end of the school year, 54% of students will score proficient or advanced over-all on the state assessment.</p> <p><b>WRITING:</b> By the end of the school year, 42% of students will score proficient or advanced over-all on the state assessment.</p>	<p><b>READING:</b> No, over-all performance was 49% P/A, with the target being 66%.</p> <p><b>MATH:</b> No, over-all performance was 40% P/A, with the target being 54%.</p> <p><b>WRITING:</b> No, over-all 40% P/A, with the target being 42%.</p>	<p>Lack of consistency –inconsistent systems and collaboration across grade levels. Limited vertical teaming and formative assessments.</p> <p>Over reliance on Teacher Effectiveness Coach, and Facilitators by administrations—assumptions that work was completed.</p> <p>Different levels of proficiency in ability to review and analyze data.</p> <p>Insufficient instructional practices</p> <p>Administrative team not holding teachers accountable for non-negotiable.</p> <p>Systems, roles and expectations not clearly defined.</p>
Academic Growth	NA	NA	Failure to monitor the Unified Improvement Plan
Academic Growth Gaps	NA	NA	

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	NA	NA	
Postsecondary & Workforce Readiness	NA	NA	
	NA	NA	

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**Worksheet #2: Data Analysis**

**Directions:** *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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																												
<p>Academic Achievement (Status)</p>	<p>Over-all percentage of FPW general population students proficient &amp; advanced on DRA/EDL ranged from 62, 61, 59, and 66% showing an overall minimal increase from 2011-2014.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #FFD700; margin: 0;">ELL</p> <table border="1" style="font-size: small; margin-top: 5px;"> <tr><th>Year</th><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr> <tr><th>ELL</th><td>28%</td><td>37%</td><td>62%</td><td>55%</td><td>53%</td><td>64%</td></tr> </table> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #FFD700; margin: 0;">FRL</p> <table border="1" style="font-size: small; margin-top: 5px;"> <tr><th>Year</th><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr> <tr><th>FRL</th><td>33%</td><td>37%</td><td>36%</td><td>36%</td><td>33%</td><td>39%</td></tr> </table> </div> </div> <p>The percentage of FPW ELL students proficient &amp; advanced on DRA/EDL ranged from 62, 55, 53, and 64% showing an overall minimal increase from 2011-2014.</p> <p>Whereas the percentage of Non-ELL students proficient or advanced on DRA/EDL ranged from 62, 63, 62, and 67% showing an over-all flat trend from 2011-2014.</p>	Year	2009	2010	2011	2012	2013	2014	ELL	28%	37%	62%	55%	53%	64%	Year	2009	2010	2011	2012	2013	2014	FRL	33%	37%	36%	36%	33%	39%	<p>Across all content areas, the majority of grade 3-8 students attending FPW ECE-8<sup>th</sup> school across all sub-groups are performing below state expectations with most of the consistent underperforming groups being Black, Hispanic, ELLs, SPED and FRL.</p>	<p>We lack systems and structured to support best practices across all grade levels and all content areas in order to best support student achievement for all students. In addition, we are not meeting the needs of disaggregated groups, in particular students who are Black, Hispanic, ELLs, SPED and FRL.</p>
Year	2009	2010	2011	2012	2013	2014																									
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																																		
	<p>The percentage of FPW FRL students proficient &amp; advanced on DRA/EDL ranged from 56, 56, 53, and 59 % showing an overall flat trend from 2011-2014.</p> <p>The percentage of FPW non-FRL students proficient &amp; advanced on DRA/EDL ranged from 73, 74, 76, and 85% showing an overall increase. The data also shows us that our Non-FRL students are performing better academically than FRL students from 2011-2014.</p> <div data-bbox="485 808 974 1081"> <table border="1"> <thead> <tr> <th colspan="6">SPED</th> <th colspan="6">Minority</th> </tr> <tr> <th colspan="6">DRA/EDL</th> <th colspan="6">DRA/EDL</th> </tr> <tr> <th>Year</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th> <th>Year</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th> </tr> </thead> <tbody> <tr> <td>School SPED</td><td>18%</td><td>28%</td><td>23%</td><td>23%</td><td>23%</td><td>27%</td> <td>Minority</td><td>42%</td><td>58%</td><td>60%</td><td>58%</td><td>57%</td><td>69%</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> <td>Non-Minority</td><td>42%</td><td>58%</td><td>69%</td><td>71%</td><td>66%</td><td>79%</td> </tr> </tbody> </table> </div> <p>The percentage of SPED students proficient &amp; advanced on DRA/EDL ranged from 18, 28, 23, and 27% showing an overall flat trend from 2011-2014.</p> <p>The percentage of minority students proficient &amp; advanced on DRA/EDL ranged from 60, 58, 57,</p>	SPED						Minority						DRA/EDL						DRA/EDL						Year	2009	2010	2011	2012	2013	2014	Year	2009	2010	2011	2012	2013	2014	School SPED	18%	28%	23%	23%	23%	27%	Minority	42%	58%	60%	58%	57%	69%								Non-Minority	42%	58%	69%	71%	66%	79%		
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	<p>and 63% showing an overall flat trend from 2011-2014.</p> <p>The percentage of non-minority students proficient &amp; advanced on DRA/EDL ranged from 69, 71, 66, and 78 % showing an overall flat trend from 2011-2014. However, non-minority students are outperforming minority students by 9, 13, 9, and 15% from 2011-2014.</p> <div data-bbox="485 740 1014 963"> <p><b>Race/Ethnicity</b></p> <table border="1"> <caption>DRA/EDL by Race/Ethnicity (2009-2014)</caption> <thead> <tr> <th>Race/Ethnicity</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr><td>American Indian or Alaska Native</td><td>~20</td><td>~20</td><td>~20</td><td>~20</td><td>~20</td><td>~20</td></tr> <tr><td>Asian</td><td>~60</td><td>~60</td><td>~60</td><td>~60</td><td>~60</td><td>~60</td></tr> <tr><td>Black or African American</td><td>~58</td><td>~62</td><td>~59</td><td>~59</td><td>~59</td><td>~64</td></tr> <tr><td>Hispanic or Latino</td><td>~63</td><td>~56</td><td>~56</td><td>~56</td><td>~56</td><td>~63</td></tr> <tr><td>White</td><td>~70</td><td>~70</td><td>~70</td><td>~70</td><td>~70</td><td>~70</td></tr> <tr><td>Two or more races</td><td>~70</td><td>~70</td><td>~70</td><td>~70</td><td>~70</td><td>~70</td></tr> <tr><td>Other Pacific Islander</td><td>~70</td><td>~70</td><td>~70</td><td>~70</td><td>~70</td><td>~70</td></tr> </tbody> </table> <p><b>Grade</b></p> <table border="1"> <caption>DRA/EDL by Grade (2009-2014)</caption> <thead> <tr> <th>Grade</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr><td>1</td><td>~60</td><td>~60</td><td>~60</td><td>~60</td><td>~60</td><td>~60</td></tr> <tr><td>2</td><td>~65</td><td>~65</td><td>~65</td><td>~65</td><td>~65</td><td>~65</td></tr> <tr><td>3</td><td>~70</td><td>~70</td><td>~70</td><td>~70</td><td>~70</td><td>~70</td></tr> <tr><td>4</td><td>~75</td><td>~75</td><td>~75</td><td>~75</td><td>~75</td><td>~75</td></tr> <tr><td>5</td><td>~80</td><td>~80</td><td>~80</td><td>~80</td><td>~80</td><td>~80</td></tr> <tr><td>6</td><td>~85</td><td>~85</td><td>~85</td><td>~85</td><td>~85</td><td>~85</td></tr> <tr><td>7</td><td>~90</td><td>~90</td><td>~90</td><td>~90</td><td>~90</td><td>~90</td></tr> <tr><td>8</td><td>~95</td><td>~95</td><td>~95</td><td>~95</td><td>~95</td><td>~95</td></tr> </tbody> </table> </div> <p>The percentage of Hispanic students proficient &amp; advanced on DRA/EDL ranged from 63, 56, 56, and 63% showing an overall flat trend from 2011-2014.</p> <p>The percentage of African American students proficient &amp; advanced on DRA/EDL ranged from 58, 62, 59, and 64 % showing an overall flat trend from 2011-2014.</p>	Race/Ethnicity	2009	2010	2011	2012	2013	2014	American Indian or Alaska Native	~20	~20	~20	~20	~20	~20	Asian	~60	~60	~60	~60	~60	~60	Black or African American	~58	~62	~59	~59	~59	~64	Hispanic or Latino	~63	~56	~56	~56	~56	~63	White	~70	~70	~70	~70	~70	~70	Two or more races	~70	~70	~70	~70	~70	~70	Other Pacific Islander	~70	~70	~70	~70	~70	~70	Grade	2009	2010	2011	2012	2013	2014	1	~60	~60	~60	~60	~60	~60	2	~65	~65	~65	~65	~65	~65	3	~70	~70	~70	~70	~70	~70	4	~75	~75	~75	~75	~75	~75	5	~80	~80	~80	~80	~80	~80	6	~85	~85	~85	~85	~85	~85	7	~90	~90	~90	~90	~90	~90	8	~95	~95	~95	~95	~95	~95		
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Performance Indicators

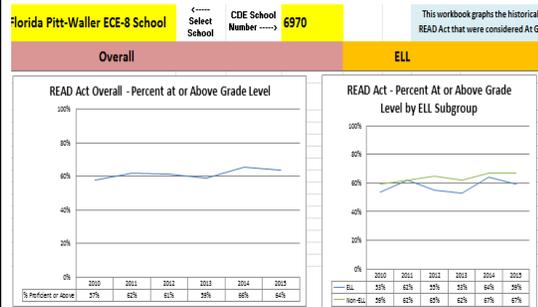
Description of Notable Trends  
(3 years of past state and local data)

Priority Performance Challenges

Root Causes

The percentage of White students proficient & advanced on DRA/EDL ranged from 74, 74, 68, and 76% showing an overall increase from 2011-2014.

Hispanic and African American students are not making significant progress with regard to closing the achievement gap when compared to White and Two or more races students.

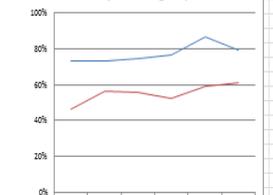
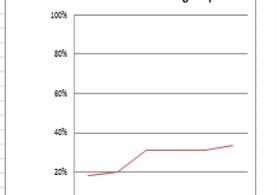


The overall percentages of FPW students who are proficient or advanced on READ Act range from 62, 61, 59, 66 and 64% from 2011-2015.

The overall percentages of FPW ELL students who are proficient or advanced on READ Act range from 62, 55, 53, 64 and 59% from 2011-2015. Whereas our Non-ELL students had a range of 62, 63, 62, 67, and 67% from 2011-2015. Our non-ELL students outperformed our ELL students in 4 of 5 years.

School Code: 6970

School Name: FLORIDA PITT-WALLER ECE-8 SCHOOL

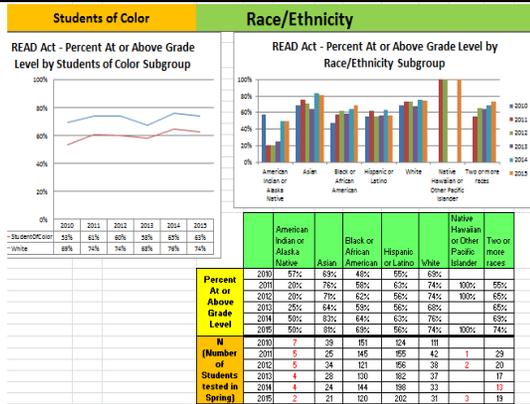
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
	<div style="display: flex; justify-content: space-around;"> <div data-bbox="485 375 758 699"> <p style="text-align: center;"><b>FRL</b></p> <p style="text-align: center;">READ Act - Percent At or Above Grade Level by FRL Subgroup</p>  <table border="1" data-bbox="485 651 758 699"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>FRL</td> <td>48%</td> <td>56%</td> <td>56%</td> <td>53%</td> <td>58%</td> <td>61%</td> </tr> <tr> <td>Non-FRL</td> <td>73%</td> <td>74%</td> <td>76%</td> <td>76%</td> <td>86%</td> <td>79%</td> </tr> </tbody> </table> </div> <div data-bbox="758 375 1035 699"> <p style="text-align: center;"><b>SPED</b></p> <p style="text-align: center;">READ Act - Percent At or Above Grade Level for SPED Subgroup</p>  <table border="1" data-bbox="758 651 1035 699"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>School SPED</td> <td>28%</td> <td>20%</td> <td>31%</td> <td>31%</td> <td>31%</td> <td>33%</td> </tr> </tbody> </table> </div> </div> <p>The overall percentage of FPW FRL students who are proficient or advanced on READ Act range from 56, 56, 53, 58, and 61% from 2011-2015. Whereas our Non-FRL students had a range of 73, 74, 76, 86, and 79% from 2011-2015. Our non-FRL students outperformed our FRL in every year of data reviewed.</p>		2010	2011	2012	2013	2014	2015	FRL	48%	56%	56%	53%	58%	61%	Non-FRL	73%	74%	76%	76%	86%	79%		2010	2011	2012	2013	2014	2015	School SPED	28%	20%	31%	31%	31%	33%		
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Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance Challenges

Root Causes



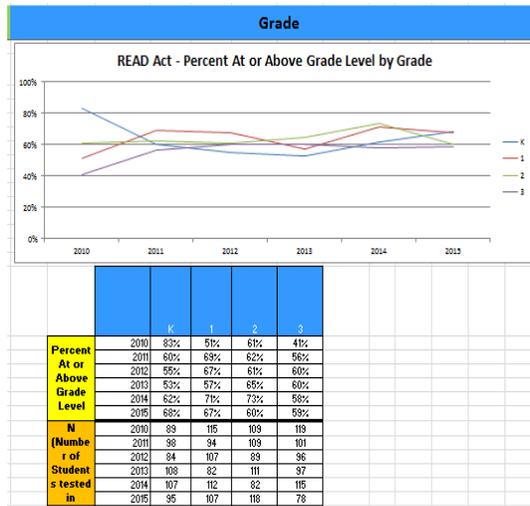
The percentage of Hispanic students proficient or advanced on READ Act ranged from 63, 56, 56, 63, and 56% from 2011-2015. African American students' data ranged from 58, 62, 59, 64, and 69% over the same period.

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance Challenges

Root Causes



The overall percentage of students proficient or advanced on READ Act and at grade level ranged from 60, 55, 53, 62 and 68% for kinder; 69, 67, 57, 71 and 67% for 1<sup>st</sup> grade; 62, 61, 65, 73 and 60% for 2<sup>nd</sup> grade and 56, 60, 60, 58 and 59% for 3<sup>rd</sup> graders from 2011-2015.

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

Root Causes

Academic Growth

2014-15 ACCESS Trajectory Report for Florida Pitt-W  
(In-Service ELs currently enrolled as of 1/6/2016)

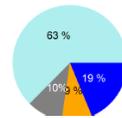
[Click here for the Trajectory Student List](#)

[Guiding Questions to Consider When Using this Report](#)

[Background and Training on Report](#)

Population Summary	N	%
Total Current Enrollment	854	
Current In-Service EL Enrollment	630	74 %
In-service ELs with ACCESS Trajectory Status	172	27 %
<a href="#">In-service ELs without ACCESS Trajectory Status</a>	458	73 %

Current ELs' Trajectory Status



In reviewing PARCC/CMAS trends were noted:

2014-2015 PARCC CMAS Baseline Data  
(All grades)

- CMAS PARCC data shows that for Literacy FPW School overall percent of students who scored Met or Above were at 20.4% which is 13.1% below district average at 33.5%.
- Overall for Math the percent of students who scored Met or Above Expectations was 13.6% which was 11.3 % below the district average of 24.9%.

(Gender Trends)

- In Literacy our female students are outperforming our male students with 27% compared to 13.8% met or exceeded expectations.
- In literacy, our female students were 11.7% below district average of 39.4% and male students were 16% below

School Code: 6970

School Name: FLORIDA PITT-WALLER ECE-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>district average of 27.7%.</p> <ul style="list-style-type: none"> <li>In math, our female students were 9.6% below district average of 25.8% and male students were 12.8% below district average of 24%.</li> </ul> <p>(Students of Color Trends) (literacy)</p> <ul style="list-style-type: none"> <li>In literacy, our Hispanic students are outperforming our Black students with 16.8% of Hispanic students meeting or exceeding expectations and 16.4% of Black students meeting or exceeding expectations.</li> <li>Throughout the district, 22.1% Black students are meeting or above and 22.6% of Hispanic students are meeting or above on the ELA exam, is not consistent with our students, with 16.4% of Black students meeting and 16.8% of Hispanic students meeting.</li> </ul> <p>(math)</p> <ul style="list-style-type: none"> <li>In math, our Hispanic students are outperforming our Black students with 12.8% of Hispanic students meeting or exceeding expectations and 11.7% of Black students meeting or exceeding expectations.</li> <li>Throughout the district, 12.7% Black students are meeting or above and</li> </ul>		

School Code: 6970

School Name: FLORIDA PITT-WALLER ECE-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>15.2% of Hispanic students are meeting or above on the ELA exam, which is not consistent with our students, with 11.7% of Black students meeting and 12.8% of Hispanic students meeting.</p> <p>(EL Trends)</p> <ul style="list-style-type: none"> <li>• In literacy our EL Students are scoring consistently above the district with 7.4 % at our school and 6.9% in the district.</li> <li>• Our Non-EL students scored significantly below the district with 20.9 % at our school with 42.9% in the district.</li> <li>• Our re-designated EL students are consistent within the district with 44.4% meeting or exceeding expectations for our school and 45.4% in the district.</li> <li>• In math, our EL Students scored consistently with the district with 7.4% at our school with 7.5% in the district.</li> <li>• Our Non-EL students scored significantly below the district with 13.3% at our school with 32.5% in the district.</li> <li>• Our re-designated EL students are being outperformed within the district with 27.8% meeting or exceeding expectations for our school and 31.1% in the district.</li> </ul>		

School Code: 6970

School Name: FLORIDA PITT-WALLER ECE-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>(Special Education)</p> <ul style="list-style-type: none"> <li>In literacy our students with IEPs are being outperformed by the district: 1.4% compared to 8.1% meeting or exceeding expectations and they are also far below students without IEPs who had 23.3% of students meeting or exceeding expectations.</li> <li>For math our students with IEPs are performing significantly below our students without IEPs with 1.4% Met and Exceeded expectations compared to 6.3% of students without IEPs.</li> <li>Students without IEPs who had 15.4% of students meeting or exceeding expectations as compared to the district's average of 27.6%.</li> </ul> <p>(FRL)</p> <ul style="list-style-type: none"> <li>16.3% of our students who receive free or reduced lunch met or exceeded expectations in literacy compared to 33.6% of students who pay for lunch. Free and reduced lunch students were 17.3% behind the district's average of 21.8% and paid lunch students were</li> </ul>		

School Code: 6970

School Name: FLORIDA PITT-WALLER ECE-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																																																																																																																
	<p>47% lower than the district's average of 63.8%.</p> <p><b>Your On-Track Rate = 69%</b>  <math display="block">= \frac{[\# \text{ On-Track } (118)]}{[\text{On-Track } (118) + \text{Off-Track } (54)]}</math> <i>Note: to be considered on- or off-track, a student needs 2 consecutive years of valid scores.</i>  <a href="#">Click here for more information.</a></p> <p>27% of In-service ELs have a Trajectory Status.</p> <p>84% of In-Service ELs with a Trajectory Status tested at your school last year.</p> <p>According to the most recent ACCESS test, FPW students are on track rate of 69% which is above the district average of 50%.</p> <table border="1" data-bbox="533 889 1031 950"> <thead> <tr> <th>Overall Level 1</th> <th>Overall Level 2</th> <th>Overall Level 3</th> <th>Overall Level 4 &amp; GP &gt; AGP</th> <th>Overall Level 4 &amp; GP &gt; AGP</th> <th>Overall Level 5 &amp; L.L. Level &lt; 5</th> <th>Overall &amp; Literacy Level 5+</th> <th>On-Track Rate (All Levels)</th> </tr> </thead> <tbody> <tr> <td>0%</td> <td>27%</td> <td>41%</td> <td>19%</td> <td>88%</td> <td>96%</td> <td>100%</td> <td>69%</td> </tr> <tr> <td>0</td> <td>11</td> <td>34</td> <td>20</td> <td>33</td> <td>25</td> <td>43</td> <td>172</td> </tr> </tbody> </table> <p><small>The distributions of ACCESS Status scores are based on the students' current proficiency levels. This report summarizes how ELs in the school are performing in relation to the expedited trajectory path. This report includes up to 3 years of ACCESS data; students with sufficient data for inclusion are on-track or off-track based on their pace of language acquisition from their first year score to their most recent score.</small></p> <table border="1" data-bbox="485 982 1031 1052"> <thead> <tr> <th colspan="7">On-Track Students - Distribution of ACCESS Status Scores</th> <th rowspan="2">Total % of Current ELs On-Track</th> </tr> <tr> <th>Overall Level 2</th> <th>Overall Level 3</th> <th>Overall Level 4 &amp; GP &gt; AGP</th> <th>Overall 4 and GP &gt; AGP</th> <th>Overall Level 5+ &amp; L.L. 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0	11	34	20	33	25	43	172																																																																																																																																												
On-Track Students - Distribution of ACCESS Status Scores							Total % of Current ELs On-Track																																																																																																																																												
Overall Level 2	Overall Level 3	Overall Level 4 & GP > AGP	Overall 4 and GP > AGP	Overall Level 5+ & L.L. Level < 5	Overall & Literacy Level 5+																																																																																																																																														
3%	12%	4%	25%	20%	36%	10%																																																																																																																																													
3	14	5	29	24	43	118																																																																																																																																													
Off-Track Students - Distribution of ACCESS Status Scores							Total % of Current ELs Off-Track																																																																																																																																												
Overall Level 1	Overall Level 2	Overall Level 3	Overall Level 4 & GP > AGP	Overall 4 and GP > AGP	Overall Level 5+ & L.L. Level < 5	Overall & Literacy Level 5+																																																																																																																																													
0%	15%	37%	39%	7%	2%	9%																																																																																																																																													
0	8	20	21	4	1	54																																																																																																																																													
Students with One Year of ACCESS Scores - Distribution of ACCESS Status Scores							Total % of Current ELs with One Year																																																																																																																																												
No Score	Overall Level 1	Overall Level 2	Overall Level 3	Overall Level 4 & GP > AGP	Overall 4 and GP > AGP	Overall Level 5+ & L.L. Level < 5																																																																																																																																													
0%	33%	19%	16%	13%	3%	6%	13%																																																																																																																																												
0	21	12	10	8	2	3	64																																																																																																																																												
All Current ELs - ACCESS Scores - Distribution of ACCESS Status Scores							Total % of All Current ELs with ACCESS Scores																																																																																																																																												
No Score	Overall Level 1	Overall Level 2	Overall Level 3	Overall Level 4 & GP > AGP	Overall 4 and GP > AGP	Overall Level 5+ & L.L. Level < 5																																																																																																																																													
1%	9%	10%	18%	14%	15%	12%	21%																																																																																																																																												
2	21	23	44	34	35	28	51																																																																																																																																												

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Performance Indicators

Description of Notable Trends (3 years of past state and local data)

Priority Performance Challenges

Root Causes

Florida Pitt-Waller ECE-8 School - 195 Overall

Grade	CELA 2012	ACCESS 2013	CELA ACCESS 12-13 Change	ACCESS 2014	ACCESS 13-14 Change	ACCESS 2015	ACCESS 14-15 Change
01	83.5	49.0	-14.5	77.0	28.0	86.0	9.0
02	84.0	30.5	-33.5	70.0	39.5	67.0	-3.0
03	57.0	36.0	-22.0	75.0	40.0	81.0	6.0
04	70.0	32.5	-37.5	*	*	53.5	*
05	71.0	27.5	-43.5	*	*	59.5	*
06	*	41.5	*	*	*	*	*
07	*	*	*	61.0	*	42.0	-19.0
08	72.0	*	*	*	*	67.0	*
All	68.5	40.0	-28.5	60.5	20.5	66.0	7.5

District Overall

Grade	CELA 2012	ACCESS 2013	CELA ACCESS 12-13 Change	ACCESS 2014	ACCESS 13-14 Change	ACCESS 2015	ACCESS 14-15 Change
01	49.0	46.0	-3.0	55.0	9.0	60.0	5.0
02	54.0	53.0	-1.0	60.0	7.0	51.0	-9.0
03	51.0	51.0	0.0	67.0	16.0	66.0	-1.0
04	54.0	55.0	1.0	60.0	5.0	57.0	-3.0
05	57.0	56.0	-1.0	62.0	6.0	55.0	-7.0
06	57.0	54.0	-3.0	56.0	1.0	50.0	-6.0
07	56.0	53.0	-3.0	53.0	0.0	61.0	8.0
08	54.0	51.0	-3.0	53.0	2.0	54.0	1.0

Florida Pitt-Waller ECE-8 School - 195 Overall

Grade	2012	2013	2014	2015
01	83.5	49.0	77.0	86.0
02	84.0	30.5	70.0	67.0
03	57.0	36.0	75.0	81.0
04	70.0	32.5	*	53.5
05	71.0	27.5	*	59.5
06	*	41.5	*	*
07	*	*	61.0	42.0
08	72.0	*	*	67.0
All	68.5	40.0	60.5	66.0

Florida Pitt-Waller ECE-8 School - 195 Overall

Grade	2012	2013	2014	2015
01	83.5	49.0	77.0	86.0
02	84.0	30.5	70.0	67.0
03	57.0	36.0	75.0	81.0
04	70.0	32.5	*	53.5
05	71.0	27.5	*	59.5
06	*	41.5	*	*
07	*	*	61.0	42.0
08	72.0	*	*	67.0
All	68.5	40.0	60.5	66.0

The percentage of our ELLs on-track to being proficient in the four domains of English language performance increased from 61.5% in 2014 to 69% in 2015.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	NA		
Postsecondary & Workforce Readiness	NA		

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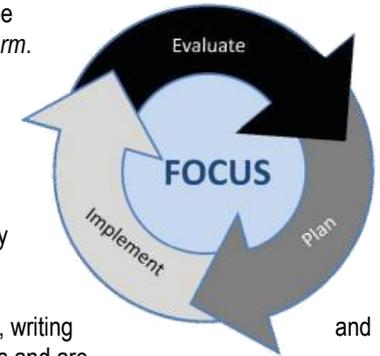
## Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

### School Target Setting Form

**Directions:** Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. 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 were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.

**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.



### School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	In ELA, the majority of students attending Florida Pitt Waller ECE-8 <sup>th</sup> School are performing below State expectations, with the most consistent underperforming groups being Black 16.4%, Hispanic 16.8%, non-ELL 20.9%, Free/Reduced Lunch 16.3% and SPED 1.4% as measured by the PARCC (% Met and Above).	Exceed State rate of 7.1% (Exceeded Expectation), and 32.6% (Met Expectation)	To be determined by CDE	I-Station, ANET, STAR, End of Unit Assessment, Benchmark Advance & PARCC	If we create and provide systems and structures to support best practices, (i.e., common planning time, data teams, differentiated PD, teacher leadership, etc.), then teachers will be empowered to effect change in student achievement.
		READ	In READ Act, the majority of students attending Florida Pitt Waller School, in grades K-3 are performing well at the kinder, 1 <sup>st</sup> and 2 <sup>nd</sup> grade levels; however, the scores dip at 3 <sup>rd</sup> grade.	80% or higher of students at grade level at kinder, 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> grade levels.	90% or higher of students at grade level at kinder, 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> grade levels.	I-Station	If we create and provide systems and structures to support best practices, (i.e., common planning time, data teams, differentiated PD, teacher leadership, etc.), then teachers will be empowered to effect change in student achievement.
		M	In Math, the majority of students attending	Exceed State rate of 2.9% (Exceeded	To be determined by	ANET, PARCC and End of	If we create and provide systems and structures to

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			Florida Pitt Waller ECE-8 <sup>th</sup> School are performing below State expectations, with the most consistent underperforming groups being Black 11.4%, Hispanic 12.8%, ELL 7.4%, Free/Reduced Lunch 10.5% and SPED 1.2%, with the state average, as measured by the PARCC (% Met and Above).	Expectation), and 26.2% (Met Expectation)	CDE	Unit Assessment	support best practices, (i.e., common planning time, data teams, differentiated PD, teacher leadership, etc.), then teachers will be empowered to effect change in student achievement.
		S	NA				
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	NA				
		M	NA				
		ELP	NA				
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	NA				
		M	NA				
Postsecondary & Workforce Readiness	Graduation Rate		NA				
	Disag. Grad Rate		NA				
	Dropout Rate		NA				
	Mean CO ACT		NA				
	Other PWR Measures		NA				

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**Action Planning Form for 2015-16 and 2016-17**

**Directions:** Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1:** We will be empowered to affect change in student achievement for all, including disaggregated groups by consistently utilizing our systems and structures while purposely looking at the big picture/long term plans and building a trajectory of targets and goals, and maintaining the integrity of the systems and structures,

**Root Cause(s) Addressed:** We do not consistently utilize our systems and structures to support best practices across all grade levels and all content areas in order to best support achievement for all students. In addition, we are not meeting the needs of disaggregated groups, in particular students who are Black, Hispanic, ELLS, SPED and FRL.

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 READ Act Requirements   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Common Planning and Grade Level Meetings Lesson Structures – standards based; timely, relevant <ul style="list-style-type: none"> <li>Common Grade Level/Vertical Planning – looking at student work/progress and informing instructional decision making</li> <li>Formative Assessment (exit slips connected to Content Language Objectives, etc.) and Descriptive Feedback</li> </ul>	Weekly Aug-Jun 2016	Weekly Aug-June 2017	Admin, Team Lead, Grade level lead, TEC SLT, ILT, CSC	General Funds, CCSS	Documented Grade Level meetings weekly. Establish meeting protocols Grade level utilized building-wide meeting template Grade level meetings, planning, posted on Google	Completed  Yes (Common Grade level) No (vertical)  Completed (exit slips)  No

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<p>Implement and utilize a common structure (Backward design) for ongoing unit level backwards planning across content</p> <ul style="list-style-type: none"> <li>○ CCSS</li> <li>○ Year at a glance and unit at a glance</li> <li>○ Core Issues of lesson design to guide decisions regarding differentiation</li> </ul>	Weekly Aug, 15- Jun 2016	Weekly Aug-June 2017	Admin, Team Lead, TEC, Grade level lead, SLT, ILT, CSC	General Fund, Extended Planning Time, weekly, District wide unit planning (JA)	Documented plans posted in Google  Weekly planning meetings with grade levels	No
Leadership and JA teachers will attend grade level and content specific planning meetings with district leaders in DPS.	Monthly Aug, 15- Jun 2016	Monthly Aug-June 2017	TEC, Team Lead, Admin	General fund for guest teachers,	Planning by unit and content	Completed
All teachers will create content language objectives relevant to instructional focus.  Daily content language objectives posted in the classroom using the common components of a quality content language objective	Daily Aug, 15- Jun 2016	Daily Aug-June 2017	Admin, Team Leads	Classroom visits, LEAP framework	CLO's will be checked weekly during LEAP observations using LEAP Framework and CCSS	Completed
Professional Development conducted once a month during PLCs	Monthly Aug, 15- Jun 2016	Monthly Aug-June 2017	Admin, SLT, ILT, Team Leads, TEC	General funds	Reflection data collection is in progress and evolving.  Determine look for foci for instruction.  Follow up implementation of PD during classroom visits during classroom instruction.	Completed

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					Follow up observations will be conducted weekly using the LEAP framework. Content and LEAP feedback will be given to observed teachers within a 48 hour period following observation.	
Meeting Norms implemented and reviewed during PLCs, data team and planning meetings.	Aug, 15- Jun 2016	Aug-June 2017	Admin, Team Lead, TEC, grade level leads	n/a	Staff created and agreed to utilize FPW norms in all meeting structures throughout the building at the beginning of each meeting.	Completed
Data Teams – tying to instructional implications, timely, relevant, structure, teacher led, and standards based <ul style="list-style-type: none"> <li>Formative assessment (exit slips connected to Content Language Objectives, etc...) and Descriptive Feedback</li> <li>Create and utilize student work protocol for weekly planning/data meetings</li> </ul>	Weekly Aug, 15- Jun 2016	Weekly Aug-June 2017	Admin, Team Lead, TEC, grade level leads, Network support partners	n/a	Evidence of teacher instructional moves based on data team goal setting will be shown in student growth on pre/post assessments, video tape, student work, etc... Teacher strategies will be observed/discussed with designated administrator via 1:1, notes, and timely feedback. Student work protocol will be used in weekly planning in order to determine students' progress toward identifying learning targets. Gradual release will be used to empower teachers to facilitate the process and formally understand how to use data to drive instruction.	Completed

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					Surveys will be administered quarterly to measure the effectiveness of PD sessions	Not begun
School wide focus of Critical Thinking – Best Practices of Notebooks (14/15), CLOSE Reading (15/16) and Cooperative Learning (16/17)	Monthly Aug, 15- Jun 2016	Monthly Aug-June 2017	ILT, Admin,	General Funds	ILT will meet twice a month to plan PD ILT will present PD once a month at monthly PD Observation and “ Look Fors” conducted by admin, ILT and team leads using LEAP framework	Completed
School-wide focus on identifying students needing additional wrap around services (mental health) to support their academic achievement. MTSS will design and demonstrate developmentally appropriate evidence-based practices from research findings into services.	Bi-monthly, Aug15- June 2016	Bi-monthly, Aug15- June 2017	MTSS Team, Admin, OSEL & Teachers	General and Grant Funds	Mental Health team will meet twice a month to progress monitor and develop strategies in support of students  The MTSS will build capacity among colleagues and demonstrates services to student, school, district and the profession  The Conflict Center will host sessions with students on Building Connections, Choices, Communication, Conflict, Anger Management, Respect, Negotiation and Affirmation throughout the	In-progress

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					<p>school year</p> <p>Training of SPED staff to ensure full understanding of students' rights and adults responsibilities and to consistency with regard to ensuring culture and diversity is factored in when delivering interventions and assessment</p>	
Consistent "LEAP Observations by Admin and Teacher leaders to ensure Instruction is rigorous, fun and engaging for students	Weekly, Aug 15 – June 2016	Weekly, Aug 15 – June 2017	Teacher Leaders and Admin	General and Grant Funds	<p>Each rater will be required to conduct a minimum of 2-4 observations during the first and second semester.</p> <p>Provide bite size feedback during all observations</p> <p>Identify teachers needing additional support</p> <p>Model curriculum</p>	In-Progress
Recruit two additional Differentiated Roles position in Junior Academy.	NA	Feb-2016	Admin	General and Grant Funds	Two additional Differentiated Role positions will be hired for the 2016-2017 school year to focus on 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students	In-progress
Implement Literacy Fellows for grades K-3		August 2016	Admin, K-3 <sup>rd</sup> grade teachers, TL's & Literacy Fellows	General Funds/Grant	Focus will be on students not on grade level in grades K-3. Students will be tutored by Literacy Fellows and the curriculum that will be used with be Level Literacy Intervention. Students will be assessed several times	Not begun

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					during the school year to ascertain their reading levels	
Set expectations for MTSS team members	NA	Aug 2016	Admin, OSEL & TL's	General and Grant Funds	Focus will be on ensuring participants have read and understand the importance of maintain and modeling a growth mindset. Each member of the committee will receive the book "Mindset" by Carol Dweck	On-going
School-wide training on Type 1 behaviors and classroom interventions	Aug 2015	Jun 2017	Admin, OSEL, Student Advisors and Restorative Justice Coordinator	General Funds	Teachers need to be cognizant of DPS policy with regard to behavior and expectations, with the focus being on high expectations for students and positive student behavior.	On-going
PDU for race & instructional moves. Teachers will be required to ensure tasks are appropriately rigorous, challenging and stimulating.	NA	Jun 2017	Admin & CELT	General Funds	Teachers need to ensure students extend their learning by analyzing increasingly complex texts/data writing in response to increasingly complex texts and/or solving problems for real world situations or multiple contexts.	Not-begun
PDU for race and behavior systems. Teachers will learn the importance of building positive relations, and the need to facilitate students' equitable access to rigorous content, participation, peer interaction and teacher attention.	NA	Jun 2017	Admin & OSEL	General Funds	Teachers need to understand the importance of building positive relationships with students; understanding the culture within the building and ensuring instruction has varied cultural perspective.	Not-begun

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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**Major Improvement Strategy #2:** We will have consistent weekly data team meetings to progress monitor student achievement.

**Root Cause(s) Addressed:** We have not consistently had detailed structures to collect data and adjust instruction.

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 READ Act Requirements   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Math Tutoring (math fellows) for 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students	Aug, 15-Jun 2016	Aug-June 2017	Admin, 6 <sup>th</sup> -8 <sup>th</sup> grade teachers, Math Fellows, Math coordinator	Mill Levy to fund Math Fellows	Coordinate with grade level teachers to identify students needing additional math support using Formal and informal data from PARCC, Unit test, A Net and SBRC Daily 45 minutes for Tutoring	Completed
Weekly data team meetings	Aug, 15-Jun 2016	Aug-June 2017	TEC, Team Lead, Admin, Grade level teachers	General Funds	Conducted weekly Data template, backward design protocol	Completed
Weekly Grade level planning	Aug, 15-Jun 2016	Aug-June 2017	TEC, Team Lead, Admin, Grade level teachers	General Funds	CCSS, Meeting template, using the data team student work protocol	Completed
Unit Planning	Aug, 15-Jun 2016	Aug-June 2017	TEC, Team Lead, Admin, grade level teachers, and lead	General Funds	CCSS, Meeting Template Unit planning is conducted a week prior to implementation of a new unit. Planning in Google docs	Completed

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Bi-monthly meetings with MTSS team	Aug, 15 2016	Aug-Jun 2017	Admin & OSEL & MTSS team	General Funds	MTSS team will discuss interventions and recommend next steps in support of students needing further assistance	On-going
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 READ Act Requirements   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

## Section V: Supporting Addenda Forms

### For Schools Operating a Title I Schoolwide Program (Optional)

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Schools that participate in Title I may use this form to document Title I program requirements for operating a school wide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Pages 6-8, 33-36</p> <p><i>Florida Pitt Waller (FPW) student population is 940 students, of which, 74.1% are Free/reduced Lunch. The majority of students are Hispanic, (44%) and African American (36%). With our largest student population being Hispanic students, Title 1 funds are used to augment ELA-S teachers and to support parent involvement/engagement. We host monthly meeting with our English Language Learner parents and sponsor on-going Home Visits throughout the year in an effort to reach out to parents. Our students have performed below state standards as measured by Academic Achievement in all state tested content areas. It is important for teachers to have knowledge of proven academic best practices to address the learning challenges and strategies needed to support ELL. During the first week of school, teachers were involved in professional development opportunities to broaden their knowledge of ELL strategies and to review data of all sub-groups who were administered state assessments. Through this effort, teachers are able to plan and develop lesson plans to enhance the learning of all students, with special focus on differentiated instructions.</i></p> <p><i>In reviewing the data we concluded that internal structures were not consistent in supporting the needs of students. As a building, the staff collaborated on creating a school-wide instructional focus that could be used across all content areas. With the implementation of an instructional focus, the need for a common planning time for grades and building wide professional development was apparent. With common planning, teachers are able to review, and analyze student data, which in term, will be used to inform instruction. We provide additional math support thru a grant for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students. For the next school year, we will be providing additional literacy support for all K-3 students. Our focus for the next year is to provide wrap around services for students in need of social, emotional and behavior support.</i></p>
<p>Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>	<p>Section IV: Action Plan</p>	<p>Pages 34-36</p> <p><i>In reviewing the data we concluded that internal structures were not consistent in supporting the needs of students. As a building, the staff collaborated on creating a school-wide instructional focus that could be used across all content areas. With the implementation of an instructional focus recruiting Teacher Leaders for K-5 teachers and adding additional TL's for the 2016-2017 school year, the belief is that we will provide teachers with the tools needed to drive instructions, provide rigor and engage students in their learning. With common planning, teachers are able to review, and analyze student data, which in term, will be used to inform instruction.</i></p>
<p>Professional Development: How are student and staff needs used to identify the high quality professional development?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Pages 6-8, 23-28</p> <p><i>State, district and school data is used to progress monitor student achievement. The district has designated specific days throughout the school year for professional development and in addition, teachers are allotted planning time weekly for professional development and once a month, professional development is hosted building wide. The professional</i></p>

		<i>development is targeted based on our Instructional Focus, which is critical thinking.</i>
<p>Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Pages 6-8, 34-38</p> <p><i>Within the leadership structure of Florida Pitt Waller, we have created a school Leadership Team and an Instructional leadership Team. Membership on the two teams consists of grade level teachers elected by teachers and community members. Both the ILT and SLT The ILT meet twice a month and once a month on Saturdays for all day. Information on the meetings is published, sent to the community and the expectation is during grade level meetings, members of the ILT brief each grade level on the meeting.</i></p>

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Pages 6-8, 34-38</p> <p><i>Teachers and admin are invited to attend recruiting conferences sponsored by the district throughout the year. Teachers new to the building will be provided a school ambassador (2016-2017) and be required to attend monthly new teacher meetings hosted by the admin staff. School Ambassadors will be assigned to work with new teachers throughout the year to provide additional support. Starting August 2015, Differentiated Roles coaches were assigned to work with specific teachers—and in 2016-2017, school ambassadors will assume that responsibility. .</i></p>
<p>Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Pages 6-8, 34-38</p> <p><i>Throughout the school year, teachers are analyzing data. During the first day of the new school year, Florida Pitt Waller teachers spend a half day reviewing state assessment data. During this process, they were required to review individual student data, review sub groups performance and create SMARTe goals. This same process will be implemented during fall, midyear and end of the year Interim assessments. Teachers are allotted time during the year, normally one full day, to plan new units and during weekly planning sessions, conversations continues on how best to use data to assess student progress. Student work is normally shared during these data conversations. We will be undergoing a CDE Diagnostic Review in May 2016 and the results will be shared with teachers during August 2016 Blue/Green Days.</i></p>
<p>Timely Intervention: How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p>Pages 34-38</p> <p><i>Teachers are provided with intervention strategies they can use at all Tier levels. A student Intervention Team has been established and meets twice a month to ascertain the progress of interventions. In addition, an MTSS Team, consisting of admin, Social Worker, Student Advisor, Phycologist and district resources meets twice a month to review the status of students in Tier 3. Florida Pitt Waller is a PBIS school and we use incentives to reward students for good behavior.</i></p>
<p>Parent Involvement: How will the capacity for parent involvement be</p>	<p>Section IV: Action Plan</p>	<p>Pages 34-38</p> <p><i>Florida Pitt Waller host monthly parent meeting throughout the school year. We hired a Family Liaison in 2014 to assist</i></p>

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<p>increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>		<p><i>us in reaching out to parents. Based on her work, we have realized a 50% increase in parent involvement and parent volunteers. During Home Visits, parents are asked to reflect on their "hopes/dreams" with regard to their student. Students are encouraged to be a part of the family meeting and during the last school year, over 100 home visits were made.</i></p>
<p>Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	<p>Section IV: Action Plan</p>	<p><i>Pages 34-38</i> <i>Several meetings are hosted throughout the year between ECE teachers and parents. During the last two meetings, kinder teachers are meeting with ECE parents discussing transitioning from ECE to Kinder. We will focus more specifically in 2016-2017 on the "Whole Child", to ensure we are providing ECE students with the necessary social, emotional and academic support needed for success.</i></p>
<p>Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?</p>	<p>Section IV: Action Plan, Resource Column</p>	<p><i>Pages 34-38</i> <i>Title 1 funds are used to argument parent engagement, home visits, and purchase teachers and support staff.</i></p>