

Colorado's Unified Improvement Plan for Schools for 2011-12
Preliminary Report

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28i School Code: 6758 School Name: PARK LANE ELEMENTARY SCHOOL (E) Plan type based on: 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 2010-11. 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 — Adequate Yearly Progress (AYP) — and state accountability expectations — School Performance Framework (SPF) data. The columns highlighted in yellow indicate the SPF results (1-year or 3-year) that are applied to the school for accountability purposes. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations		2010-11 School Results		Meets Expectations?		
		1-year	3-years	1-year	3-years			
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura Description: % P+A in reading, math, writing and science. Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data.	Reading	71.6%	72.0%	33.1%	30.6%	Overall Rating for Academic Achievement: Does Not Meet * Consult your SPF for the ratings for each content area at each level.	
		Math	70.9%	70.1%	43.6%	41.3%		
		Writing	53.5%	54.8%	27.6%	24.9%		
		Science	47.5%	45.4%	16.3%	15.4%		
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in reading and math for each disaggregated student group. Expectation: Targets set by state*.	Overall number of targets for School: 24		Overall % of targets met by School: 91.7%		Reading	YES	
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, math and writing. Expectation: If school met adequate growth, then median SGP is at or above 45. If school did not meet adequate growth, then median SGP is at or above 55.		Median Adequate SGP	Median SGP			Overall Rating for Academic Growth: Approaching * Consult your SPF for the ratings for each content area at each level.	
		Reading	65	45/55	Median SGP: 43			
		Math	74	45/55	Median SGP: 57			
		Writing	67	45/55	Median SGP: 51			

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/danda/aypprof.asp

** To see your school's detailed AYP report (including school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28i School Code: 6758 School Name: PARK LANE ELEMENTARY SCHOOL (E) Plan type based on: 1 Year

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

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations	2010-11 School Results	Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, then median SGP is at or above 45. If disaggregated groups did not meet adequate growth, then median SGP is at or above 55.	See your School Performance Framework Report for a listing of median adequate growth percentiles for your school's disaggregated student groups, including free/reduced lunch eligible students, minority students, students with disabilities, English Language Learners, and students needing to catch up.	See your School Performance Framework Report for a listing of median growth percentiles for your school's disaggregated student groups.	Overall Rating for Growth Gaps: Approaching

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).	Improvement	Based on preliminary results, the school is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2012 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. Final results will be available in November 2011.
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years.**	School Improvement Year 2	The school must complete a Title I Improvement Plan using the Unified Improvement Plan template. Completed plans are due to the district within 3 months of identification (Mid-January). The district must use a peer review process to review the plan within 45 days of plan submission. An addenda form specific to these requirements is available to supplement your UIP at good www.cde.state.co.us/accountability/UnifiedImprovementPlanning.asp . The Quality Criteria is another reference to ensure all requirements are met.

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		
Title I Program	Does the school receive Title I funds? If yes, indicate the type of Title I program	<input type="checkbox"/> Targeted Assistance <input checked="" type="checkbox"/> Schoolwide
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	NO
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	NO
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	NO

Improvement Plan Information

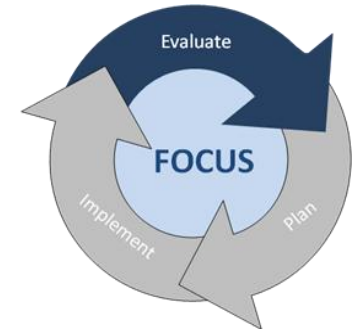
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

State Accountability Title IA Tiered Intervention Grant School Improvement Grant Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jennifer Passchier, Principal
	Email	jlpaschier@aps.k12.co.us
	Phone	303-343-8313
	Mailing Address	13001 E. 30 th Avenue, Aurora, CO 80011
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your school. 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 (with more than one data source) 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.



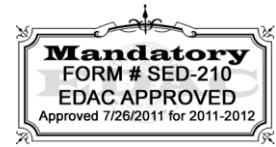
Worksheet: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2010-11 school year (last year’s plan). This information should be considered as a part of the data analysis narrative and in setting or modifying targets (section IV) for the 2011-12 and 2012-13 school years. You may add rows, as necessary.

Performance Indicators	Targets for 2010-11 school year (Targets set in last year’s plan)	Target met? How close was school in meeting the target?							
Academic Achievement (Status)	48% of 3 rd , 4 th and 5 th Grade students will score proficient or above on the Math CSAP	In 2011, 43.6% of our 3 rd , 4 th , and 5 th grade students scored proficient and above on the Math CSAP. This was 5% below our target. We did not make our goal.							
	AYP: We will decrease all unsatisfactory scores by 10%	We were not successful in decreasing our unsatisfactory scores by 10%. We did not make AYP in math for the 3 rd year in a row. We did not make it in the area of second language learners.							
Academic Growth	By the end of the year, the median growth percentile in math will be 55.	In 2011, our growth percentile in math was 57, exceeding the target of a 55 MGP.							
Academic Growth Gaps	Reading: By the end of the year, students in all subgroups will make growth above the 55 th median growth percentile By the end of the year 40% of catch up students will make catch up growth	In reading, our subgroups did not make growth at the 55 th median growth percentile, including our students scoring Unsat/PP.							
	Math:	<table border="1"> <thead> <tr> <th>Free/Reduced</th> <th>Minority</th> <th>ELL</th> <th>Catch UP</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>44</td> <td>42</td> <td>43</td> </tr> </tbody> </table>	Free/Reduced	Minority	ELL	Catch UP	43	44	42
Free/Reduced	Minority	ELL	Catch UP						
43	44	42	43						

Performance Indicators	Targets for 2010-11 school year (Targets set in last year's plan)	Target met? How close was school in meeting the target?											
	By the end of the year, students in all subgroups will make growth above the 55 th median growth percentile By the end of the year 25% of the catch up students will make catch up growth	In math, our F/R and Minority students made growth above the 55 th percentile, however, our ELL and students scoring Unsat/PP did not. <table border="1" data-bbox="1167 375 1955 477"> <thead> <tr> <th data-bbox="1167 375 1362 427">Free/Reduced</th> <th data-bbox="1362 375 1560 427">Minority</th> <th data-bbox="1560 375 1757 427">ELL</th> <th data-bbox="1757 375 1955 427">Catch UP</th> </tr> </thead> <tbody> <tr> <td data-bbox="1167 427 1362 477">57</td> <td data-bbox="1362 427 1560 477">57</td> <td data-bbox="1560 427 1757 477">50</td> <td data-bbox="1757 427 1955 477">54</td> </tr> </tbody> </table>				Free/Reduced	Minority	ELL	Catch UP	57	57	50	54
Free/Reduced	Minority	ELL	Catch UP										
57	57	50	54										
Post Secondary Readiness													

Worksheet: Data Analysis



Directions: This chart supports planning teams in recording and organizing observations about school-level data for 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. Prioritize the performance challenges that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan will be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended. 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. Consider observations recorded in the “last year’s targets” worksheet. Provide a brief description of the root cause analysis for any priority performance challenges. You may add rows, as necessary.

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes																				
Academic Achievement (Writing and Science)	<p>Writing</p> <p>Over the past 4 years, cohorts have shown a slight increase in proficiency on the Writing CSAP</p> <table border="1" data-bbox="411 672 1018 873"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>8%</td> <td>24%</td> <td>15%</td> <td>19%</td> </tr> <tr> <td>4th</td> <td>19%</td> <td>19%</td> <td>27%</td> <td>31%</td> </tr> <tr> <td>5th</td> <td>26%</td> <td>29%</td> <td>25%</td> <td>32%</td> </tr> </tbody> </table>		2008	2009	2010	2011	3 rd	8%	24%	15%	19%	4 th	19%	19%	27%	31%	5 th	26%	29%	25%	32%	<p>Over the last 4 years, the proficiency in Writing has increased minimally with just over 25% of Park Lane students reaching proficiency.</p> <p>At Park Lane Elementary, we do not vertically articulate what students need to know and be able to do as writers at each grade level using a learning trajectory. This root cause has an effect on writing across the content areas.</p>	
		2008	2009	2010	2011																		
3 rd	8%	24%	15%	19%																			
4 th	19%	19%	27%	31%																			
5 th	26%	29%	25%	32%																			
<ul style="list-style-type: none"> • Our 4th graders in 2011 doubled in proficiency from 3rd grade where they were 15% P/A to 31% P/A in 4th grade. This, however, was still below the district and state average. • Grades 3-5 all performed below the district and state average for the last 4 years. • In writing for grades 3-5, only 27.6% of our students are performing at proficient and advanced levels. <p>Science</p>																							

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes																							
	<p>On the Science CSAP in 2007, Park Lane students performed 23% P/A. Since then Park Lane students have performed well below that level.</p> <table border="1" data-bbox="415 492 1018 626"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>5th grade</td> <td>23%</td> <td>12%</td> <td>16%</td> <td>14%</td> <td>15%</td> </tr> </tbody> </table> <p>Park Lane Elementary 5th grade Science students performed below the district and state average for 4 consecutive years.</p>		2007	2008	2009	2010	2011	5 th grade	23%	12%	16%	14%	15%	<p>the proficiency in Science has been stagnant with just over 16% of Park Lane students reaching proficiency.</p>												
	2007	2008	2009	2010	2011																					
5 th grade	23%	12%	16%	14%	15%																					
Academic Growth (Reading)	<p>Reading The median growth percentile has decreased over 4 years in reading, with the exception of an increase in 2010 which was not sustained. This trend is consistent in both 4th and 5th grade.</p> <table border="1" data-bbox="415 1081 1018 1182"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>58</td> <td>37</td> <td>50</td> <td>43</td> </tr> </tbody> </table> <table border="1" data-bbox="415 1230 1018 1385"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>52</td> <td>26</td> <td>50</td> <td>43</td> </tr> <tr> <td>5th</td> <td>69</td> <td>45</td> <td>50</td> <td>45</td> </tr> </tbody> </table>	2008	2009	2010	2011	58	37	50	43		2008	2009	2010	2011	4 th	52	26	50	43	5 th	69	45	50	45	<p>Our median growth percentile in Reading is at 43, which is the lowest of all content areas. To make adequate growth our students need to be at the 65th percentile</p>	<p>At Park Lane Elementary, we do not understand how to engage our learners through effective early and focused differentiation based on the analysis of our formative assessment information.</p>
2008	2009	2010	2011																							
58	37	50	43																							
	2008	2009	2010	2011																						
4 th	52	26	50	43																						
5 th	69	45	50	45																						

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes																		
Academic Growth Gaps (Math)	<table border="1"> <thead> <tr> <th></th> <th colspan="2">Math</th> </tr> <tr> <th></th> <th>Median Growth %tile</th> <th>Adequate Growth %tile</th> </tr> </thead> <tbody> <tr> <td>F/R Lunch</td> <td>57</td> <td>75</td> </tr> <tr> <td>Minority</td> <td>57</td> <td>75</td> </tr> <tr> <td>ELL</td> <td>50</td> <td>79</td> </tr> <tr> <td>Catch Up</td> <td>54</td> <td>83</td> </tr> </tbody> </table>		Math			Median Growth %tile	Adequate Growth %tile	F/R Lunch	57	75	Minority	57	75	ELL	50	79	Catch Up	54	83	<p>In Math, there is a large gap between median growth percentile and adequate growth percentile for ELL and Catch Up students</p>	<p>At Park Lane Elementary, we do not define the strengths and needs of students scoring Unsat/PP. We do not adequately use this data to identify instructional gaps and plan differentiated small group and individual instruction to accelerate growth.</p> <p>We do not plan for and address the language needs of our ELL students within daily planning and instruction in Math.</p>
	Math																				
	Median Growth %tile	Adequate Growth %tile																			
F/R Lunch	57	75																			
Minority	57	75																			
ELL	50	79																			
Catch Up	54	83																			
Post Secondary Readiness																					

Data Narrative for School

Directions: 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. This analysis should be tightly linked to section IV; targets and action planning should be aimed at addressing the priority performance challenges and root causes identified in this section. The narrative should not take more than five pages.

Data Narrative for School

<p>Trend Analysis and Performance Challenges: What data did we use to identify trends? What are the positive and negative trends in our school's performance for each indicator area? Does this differ for any disaggregated student groups (e.g., by grade level or gender)? In which areas did we not at least meet minimum state and federal expectations? What performance challenges are the highest priorities for our school? How/why did we determine these to be our priorities? How did we engage stakeholders in this analysis?</p>		<p>Root Cause Analysis: Why do we think school's performance is what it is? How did we determine that?</p>		<p>Verification of Root Cause: What evidence do we have for our conclusions?</p>
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Trend analysis and Performance Challenges

Park Lane's Unified Improvement Planning Team consisted of representatives from the primary and intermediate grade levels as well as the building instructional coach and ELA teacher leader. The team collaboratively considered three years of data related to academic performance trends. The data was then shared with staff and parents for input. The data included CSAP results, CSAP growth data, CSAP growth gap data Interim Assessments, and district-administered assessments. (DRA-2) The team examined, analyzed, and wrote statements based on our data mentioned above to determine trends we see: where we are making growth and where we are most struggling. General findings from the data review are presented below.

On which performance indicators is our school trending positively?

- After decreasing in overall CSAP proficiency since 2007, with the exception of a minimal increase in 2009, Park Lane had an overall increase in proficiency of 4.6%

2007	2008	2009	2010	2011
37.9	30.7	31.1	27.5	32

- Park Lane saw an increase in overall proficiency in every area in 2011 after some significant decreases in 2010.

	2009	2010	2011
Reading	41.7	37.6	42
Writing	32.8	26.9	33
Math	24.6	22.1	28
Science	16.3	13.9	15

- The 4th and 5th Grade Cohorts saw an increase in proficiency from 2010-2011 in both reading and writing

	2010	2011
3 rd Reading	22%	42%
4 th Reading	27%	27%
5 th Reading	33%	30%
3 rd Writing	15%	19%
4 th Writing	27%	31%
5 th Writing	25%	32%

On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender?

Academic Achievement:

Despite the increases in 2011, Park Lane is still not achieving at the same levels as the district and state averages. Writing and science are areas of concerns as the proficiency has only increased slightly in writing and has been rather stagnant in science.

	2008	2009	2010	2011
3 rd Reading	24%	37%	22%	42%
4 th Reading	29%	16%	27%	27%
5 th Reading	40%	39%	33%	30%
3 rd Math	59%	46%	26%	38%
4 th Math	37%	45%	43%	51%
5 th Math	51%	35%	44%	37%
3 rd Writing	8%	24%	15%	19%
4 th Writing	19%	19%	27%	31%
5 th Writing	26%	29%	25%	32%
5 th Science	12%	16%	14%	15%

Growth Summary:

Over the past 4 years, our students have not consistently made growth at the 50th percentile in reading which has affected our ability to move students to proficiency. In math we saw a steady decline in the growth percentile as well as having a growth percentile below the 50th percentile from 2008-2010. In 2011, our focus was on math and the median growth percentile increased to the 57th percentile. In writing, our growth percentile has been slightly above the 50th percentile with the exception of 2010. Based on this information, reading is the major area of concern in regards to growth.

Median Growth Percentile				
	2008	2009	2010	2011
Reading	58	37	50	43
Math	46	42	27	57
Writing	51	56	45	51

From 2009-2010, the percent of students who were on the trajectory to catch up to proficiency decreased in math and writing. In 2011, the percent of students who were on the trajectory to catch up to proficiency increased to 33% in both math and writing. The percent of students on the trajectory for catching up in reading has been within 4% each year.

When looking at the median growth percentile and adequate growth that students need to make, we noticed that in math our catch-up and ELL students have the greatest amount of growth to make considering the adequate growth needed in all content areas. These are also the areas for which we did not make AYP in math for the 3rd year in a row.

	Reading		Math		Writing	
	Median Growth %tile	Adequate Growth %tile	Median Growth %tile	Adequate Growth %tile	Median Growth %tile	Adequate Growth %tile
F/R Lunch	43	44	57	75	51	67
Minority	44	65	57	75	51	67
ELL	42	75	50	79	50	78
Catch Up	43	77	54	83	52	80

AYP:

We have failed to make AYP targets in math for the last 3 years. The specific area that we did not make AYP in was with not being effective in decreasing our unsatisfactory scores for our second language learners.

▶ **AYP Trends**

	2008-2009	2009-2010	2010-11
Reading	No	No	Yes
Math	No	No	No

▶ **AYP Free/Reduced Lunch Trends**

	2008-2009	2009-2010	2010-11
Reading	No	No	Yes

Math	No	No	Yes
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► **AYP ELL Trends**

	2008-2009	2009-2010	2010-11
Reading	No	No	Yes
Math	No	No	No

What performance challenges are the highest priorities for our school? Why do we think our school's performance is what it is?

1. For our achievement data, we identified writing as our priority challenge due to the minimal increases in writing achievement scores. When discussing the data and reflecting on data collected through classroom observations, we realized that we do not articulate as a staff what students need to know and be able to do across grade levels. Because of this, writing demonstrations may look similar grade level to grade level as well as the expectations for students learning being the same or not to expectation. We need to identify what students need to know and be able to do so we can build on students' understanding each year and gear our instruction towards these targets.
2. For our growth data, we identified reading as our priority challenge. We have many students at Park Lane Elementary who are making little growth and whose scores remain unsatisfactory or partially proficient as they move from grade to grade. Leadership Team and teachers are very concerned with the reading data and concluded that we do not effectively provide early and focused differentiation for our students based on our formative data. We as a staff often collect reading information on a more summative level when we need to regularly monitor and intervene.
3. When we looked at our growth gaps, we discussed why we thought our students scoring Unsat/PP and our ELL students were not making the growth that they needed to in order to reach proficiency. We not only looked at our data, but we also looked at our work in professional development. In whole group professional development our main focus is to plan our teaching around grade level proficiency and then in our weekly grade level meeting, the conversations have been around students who are not demonstrating an understanding of the standards being taught; however, these conversations are not always specifically focused on the Catch up and ELL students.. We do not always identify instructional gaps and plan differentiated small group and individual instruction to accelerate growth. We also do not always plan and address the language needs of our ELL within the daily planning and instruction in math.

Verification of Root Causes:

Our initial discussions with the school leadership team led us to examine our instructional practice in all areas along with our belief system. We have looked at our professional learning structures and content to determine that our root causes are indeed areas that have not been addressed.

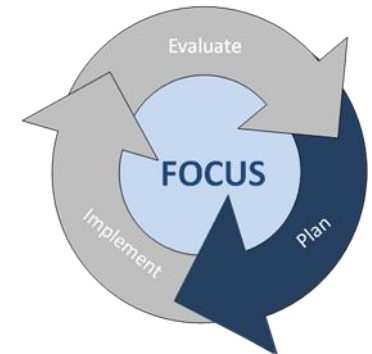
Section IV: Action Plan(s)

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 Goals 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).

For federal accountability, annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. 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. Finally, list the major improvement strategies that will enable the school to meet each target. The major improvement strategies will be detailed in the Action Planning Form at the end of this section.



Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2011-12	Major Improvement Strategies			
			2011-12	2012-13					
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R							
		M							
		W	Over the last 4 years, the proficiency in writing has increased minimally with just over 25% of Park Lane students reaching proficiency.	K	63%	K	73%	District Interim Assessments (grades 3-5) Quarterly Assessment Matrices	If we utilize the standards based teaching learning cycle to identify, facilitate and monitor learning around the essential learnings in PK-5, then students will increase in proficiency in writing across the content areas.
				1 st	46%	1 st	73%		
				2 nd	60%	2 nd	70%		
				3 rd	51%	3 rd	70%		
				4 th	49%	4 th	61%		
		5 th	41%	5 th	60%				
		S		K	81%	K	85%	Quarterly Assessment Matrices	If we utilize the standards based teaching learning cycle to identify, facilitate and monitor learning around the essential learnings in PK-5, then students will increase in proficiency in science as they write to learn.
				1 st	80%	1 st	85%		
2 nd	87%			2 nd	90%				
3 rd	70%			3 rd	90%				
4 th	80%			4 th	85%				
5 th	47%	5 th	55%						
AYP (Overall and for each disaggregated groups)	M	R							
		M	Did not meet	94.54% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient	94.54% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient	District Interim Assessments grades 3-10 (administered 3 times during the school year: September, December, May).Kathy Richardson Assessments ongoing (grades K-5).	If we identify the instructional gaps for our catch up students around the essential learnings and plan to address the needs of our ELL students, our catch up students and ELL students' growth percentile will increase		

Academic Growth	Median Student Growth Percentile	R	Our median growth percentile is at 43 which is the lowest of all content areas. To make adequate growth our students need to be at the 65 th percentile	55 %tile	60 %tile	District Interim Assessments (grades 3-5) Quarterly MONDO Benchmark Assessment k-5 Running record every 2 weeks for unsatisfactory students Running records every 4 weeks for partially proficient students	If we identify and monitor the essential learnings in reading and provide early and focused differentiation then our students' median growth percentile will increase in reading.
		M					
		W					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M	In math, there is a large gap between median growth percentile and adequate growth percentile for ELL and Catch Up students	60%tile	65%tile	District Interim Assessments (grades 3-5) End of Unit Assessments Weekly assessment matrices Critical Learning Phase Chart Place Value Continuum	If we identify the instructional gaps for our catch up students around the essential learnings and plan to address the needs of our ELL students, our catch up students and ELL students' growth percentile will increase
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Dropout Rate						
	Mean ACT						



Action Planning Form

Directions: Identify the major improvement strategy(s) 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: If we utilize the standards based teaching learning cycle to identify, facilitate and monitor learning around the essential learnings in PK-5, then students will increase in proficiency in writing and in “writing to learn” in the content areas, specifically science.

Root Cause(s) Addressed: At Park Lane Elementary, we do not vertically articulate what students need to know and be able to do at each grade level using a learning trajectory.

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

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

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)
Teachers will identify the essential learnings in writing and science focusing on content, process and conventions (writing only) to develop quarterly writing unit plans and quarterly science unit plans	January 2012- May 2013 for writing January 2012 – May 2013 for grades 2-4 in science and March 2012- May 2013 for Kindergarten, 1 st grade and 5 th grade	Teachers Teacher Coach Instructional Coach Principal	Amount: Substitutes to release teachers for unit planning in writing for half day during the 2011-2012 school year. Source: Utilization of CDE website Consolidated Funds Title One 10% Funding	Each grade level team will meet quarterly to do unit planning in writing and science. Teachers will identify the essential learnings using district pacing guides, state standards and depth of knowledge documents. The principal and building instructional coach will monitor the development of the unit plans facilitating these meetings and monitoring their completion on the V Drive. The principal will provide feedback to teachers in classroom	Not begun

				<p>visitations to ensure that their instruction is aligned to the essential learning and that this learning is clear to students. The principal will also give feedback to make sure that the instruction is consistent with the rigor of the essential learnings.</p>	
<p>Teachers will communicate the essential learning in writing and science to students through the use of the 5 step process for communicating the essential learnings. The essential learning will also be shared with families.</p>	<p>January 2012- May 2013 for writing</p> <p>January 2012 – May 2013 for grades 2-4 in science and March 2012- May 2013 for Kindergarten, 1st grade and 5th grade.</p>	<p>Teachers Principal</p>	<p>Consolidated Funds/Ongoing</p>	<p>Teachers will utilize the 5 step process for communicating the essential learning daily in writing and science. They will post them in kid friendly language, unpack the verbs with students, make it relevant by allowing students to make connections, bring it back throughout the lesson through teacher facilitation and debrief the learning through natural discourse with teacher and students. All teachers will have this fully implemented by the end of 2011-2012 in writing. The principal will give feedback around this on every visit. Teachers will share the essential learnings will families in quarterly newsletter and at family night twice a</p>	<p>Not begun</p>

				year.	
Teachers will monitor students' understanding around the essential learning using an assessment matrix in writing and science.	<p>January 2012- May 2013 for writing</p> <p>January 2012- May 2013 for grades 2-4 in science</p> <p>March 2012- May 2013 for kindergarten, 1st grade and 5th grade in science</p>	Teachers	Consolidated Funds/Ongoing	Teachers will create an assessment matrix to monitor students' understandings around the essential learnings in writing and science. Teachers will ensure that the activities that students are engaged in match the rigor of the essential learning that they are monitoring for. They will monitor these understandings over the quarter. In writing teachers will report out the percentage of students demonstrating these understandings every 3 weeks. The principal will monitor the data and communicate the data in the staff bulletin so everyone is aware of the students' achievement and will offer support.	Not begun
Teachers will provide exemplars in writing for students to use to assess their own understandings towards the essential learnings	January 2012- May 2013	Teachers	Consolidated Funds/Ongoing	Teachers will identify exemplars from student work for the essential learning in writing. These will be posted in the classrooms and aligned to the essential learning so students can use them as a tool to assess their	Not begun

				own learning. The principal and leadership team will monitor the implementation of these on leadership walks quarterly.	
Teachers will provide researched based interventions for writing for those students who are not demonstrating an understanding of the essential learning	September 2012-May 2013	Teachers	Consolidated Funds/Ongoing	Teachers will meet every 3 weeks to share which students have demonstrated an understanding of the essential learnings and which ones have not. Teachers will provide evidence of the learning so strengths of the students can be identified as well as strategic next instructional steps within the students writing. Teachers will plan an intervention for these students which will be carried out during their writing block. This instruction will look different from the initial whole group instruction. The principal and instructional coach will attend the meetings. The principal will monitor the implementation of these interventions through classroom visitations.	Not Begun
Inform families of how students are assessed around the essential learnings on standardized	October 2011	Principal Family Liaison	Consolidated Funds	The principal will meet with families to inform	Completed

assessments at Park Lane Elementary				them how their students are assessed on the standards; how Park Lane supports teaching the standards; and how families can support students will showing what they know on the standardized tests.	
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* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: If we identify and monitor the essential learnings in reading and provide early and focused differentiation then our students' median growth percentile will increase in reading.

Root Cause(s) Addressed: At Park Lane Elementary, we don't understand how to engage our learners through effective early and focused differentiation based on the analysis of our formative assessment information

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

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

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)
Teachers will identify the essential learnings in reading and focus support for unsatisfactory and partially proficient students.	September 2011-May 2013	Teachers Teacher Coach Building Instructional Coach Principal	Consolidated Funds/Ongoing	Each grade level team will meet quarterly to identify essential learnings in reading for preschool through 5 th grade. They will identify the essential learnings using district pacing guides, state standards and depth of knowledge documents. The principal and building instructional coach will monitor the development of the unit plans facilitating these meetings and monitoring their completion on the V Drive. The principal will provide feedback to teachers in classroom visitations to ensure that their instruction is aligned to the essential learning and that this learning is clear to students. The principal will also monitor	In Progress

				to make sure that the instruction is consistent with the rigor of the essential learnings.	
Teachers will communicate the essential learning to students and families. They will provide language supports to help with this communication for students.	September 2011-May 2013	Teachers Principal	Consolidated Fund/Ongoing	Teachers will utilize the 5 step process for communicating the essential learning daily in reading. They will post them in kid friendly language, unpack the verbs with students, make it relevant by allowing students to make connections, bring it back throughout the lesson through teacher facilitation and debrief the learning through natural discourse with teacher and students. All teachers will have this fully implemented by the end of 2011-2012. The principal will give feedback around this on every visit. Teachers will also plan for and introduce language supports to help students access and express their understandings of the essential learning in reading starting in January 2012. Teachers will share the essential learnings will families in quarterly newsletters and	In Progress

				at family night twice a year.	
Teachers will monitor students' understanding around the essential learning using an assessment matrix focusing specifically on unsatisfactory and partially proficient students.	September 2011- May 2013	Teachers	Consolidated Funds/Ongoing	Teachers will create an assessment matrix to monitor students' understandings around the essential learnings in reading. They will monitor these understandings over the entire quarter and will report out the percentage of students demonstrating these understandings every week. They will focus specifically on the unsatisfactory and partially proficient students reporting out weekly who they will work on moving to proficient the following week. The principal will monitor the data and communicate the data in the staff bulletin so everyone is aware of the students' achievement and will offer support.	In Progress
Teachers will assess students scoring unsatisfactory and partially proficient using running records to identify and plan for next instructional steps.	January 2012- May 2013	Teachers Teacher Coach	Consolidated Fund/Ongoing	Teachers will assess students scoring Unsat. by giving them a running record every two weeks and students scoring PP every 2 weeks. Teachers will analyze these to	Not begun

				<p>identify and plan for next instructional steps. Teachers will plan for the students' next instructional steps at reading meetings that will occur every 3 weeks. The principal and/or building instructional coach will facilitate these meetings.</p>	
<p>Teachers will provide researched based interventions for reading for students who are unsatisfactory or partially proficiency</p>	<p>January 2012-May 2013</p>	<p>Teachers Teacher Coach</p>	<p>Consolidated Fund/Ongoing</p>	<p>Teachers will provide interventions for unsatisfactory and partially proficient students based on needs identified on running records and on their assessment matrix. These interventions will occur during the reading block and could also occur during the library intervention time.</p>	<p>Not Begun</p>
<p>Native English ELD Block will focus on reading and high leverage language structures</p>	<p>November 2011-May 2013</p>	<p>Teachers Teacher Coach ELA Consultant Principal</p>	<p>Consolidated Funds/Ongoing</p>	<p>The principal will lead professional development for native English ELD block teachers every 2 weeks based on the learning from the ELAchieve Constructing Meaning class. Teachers will plan to focus on high leverage language structure in reading that are aligned with state standards. Students</p>	<p>Not begun</p>

				understanding will be track through the use of an assessment matrix.	
Identified students in grades 3-5 will receive reading interventions in addition to TIER1 classroom instruction	October 2011- May 2012	Teachers Reading Intervention Teacher	Consolidated Funds/Ongoing	Teachers will identify students who are unsatisfactory or partially proficient who could benefit from reading interventions to move them towards proficiency. The intervention teacher will meet with groups of students 3-5 times a week for 30 minutes to provide additional reading instruction. This learning will be monitoring through the use of running records.	In progress
Inform families of how students are assessed around the essential learnings on standardized assessments at Park Lane Elementary	October 2011	Principal Family Liaison	Consolidated Funds	The principal will meet with families to inform them how their students are assessed on the standards; how Park Lane supports teaching the standards; and how families can support students will showing what they know on the standardized tests.	Completed

Major Improvement Strategy #3: If we identify the instructional gaps for our catch up and ELL students around the essential learnings and plan for and monitor around these learnings, our catch up students and ELL students' growth percentile will increase.

Root Cause(s) Addressed: At Park Lane Elementary, we do not define the strengths and needs of Catch Up students and use this data to identify instructional gaps and plan differentiated small group and individual instruction to accelerate growth. We do not plan for and address the language needs of our ELL students within daily planning and instruction in math.

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

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

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)
Teachers will identify the essential learnings in each math unit and focus support in the plans to help ELL and catch up students.	August 2011-May 2013	Teachers Principal	Consolidated Funds/Ongoing	Each grade level team will meet before their upcoming math unit. They will identify the essential learnings using district pacing guides, state standards and depth of knowledge documents. They will identify and plan for language support to help ELL students as well as plan for ways to differentiate the learning for catch up students such as previewing the lesson, etc. The principal and building instructional coach will monitor the development of the unit plans facilitating these	In progress

				<p>meetings and monitoring their completion on the V Drive. The principal will also provide feedback to teachers in classroom visitation to ensure that their instruction is aligned to the essential learning and that this learning is clear to students. The principal will also monitor to make sure that the instruction is consistent with the rigor of the essential learnings</p>	
<p>Teachers will communicate the essential learning in to students and families. They will provide language supports to help with this communication for students.</p>	<p>August 2011- May 2013</p>	<p>Teachers Principal</p>	<p>Consolidated Funds /Ongoing</p>	<p>Teachers will utilize the 5 step process for communicating the essential learning daily in math. . They will post them in kid friendly language, unpack the verbs with students, make it relevant by allowing students to make connections, bring it back throughout the lesson through teacher facilitation and debrief the learning through natural discourse with teacher and students. All teaching will have this fully implemented by the end of 2011-2012. The principal will give feedback around this on every visit. Teachers will</p>	<p>In progress</p>

				also plan for and introduce language supports to help students access and express their understandings of the essential learning. Teachers will share the essential learnings will families in quarterly newsletters and at family night twice a year.	
Teachers will monitor students' understanding around the essential learning using an assessment matrix focusing specifically on ELL and catch up students.	August 2011- May 2013	Teachers	Consolidated Funds /Ongoing	Teachers will create an assessment matrix to monitor students' understandings around the essential learnings in math. They will monitor these understandings over the entire math unit and will report out the percentage of students demonstrating these understandings every week. They will focus specifically on the catch up and ELL students reporting out weekly who they will work on moving to proficient the following week. The principal will monitor the data and communicate the data in the staff bulletin so everyone is aware of the students' achievement and will offer support.	In Progress

<p>Teachers will provide exemplars for students to use to assess their own understandings towards the essential learnings</p>				<p>Teachers will identify exemplars from student work for the essential learning in math. These will be posted in the classrooms and aligned to the essential learning so students can use them as a tool to assess their own learning. Teachers will support catch up and ELL students with using these so they clearly know their next steps. The principal and leadership team will monitor the implementation of these on leadership walks quarterly.</p>	
<p>Teachers will provide researched based interventions in math for catch up and ELL students who are not demonstrating an understandings of the essential learning</p>	<p>August 2011- May 2013</p>	<p>Teachers Instructional Coach Principal</p>	<p>Consolidated Funds /Ongoing</p>	<p>Teachers will meet weekly to share which students have demonstrated an understanding of the essential learnings and which ones have not. The focus will be to look at catch up and ELL students. Teacher will plan an intervention for these students which will be carried out during library intervention time as well as during the regular math block. The principal and instructional coach will attend the</p>	<p>In progress</p>

				weekly meeting.	
Inform families of how ELL students are supported in math	September 2011	Principal	Consolidated Funds/Ongoing	The principal will meet with families to explain how second language learners are supported at Park Lane. The principal will also give the families ideas for how they can support their students at home.	Completed
Inform families of how students are assessed around the essential learnings on standardized assessments at Park Lane Elementary	October 2011	Principal Family Liaison	Consolidated Funds/Ongoing	The principal will meet with families to inform them how their students are assessed on the standards; how Park Lane supports teaching the standards; and how families can support students will showing what they know on the standardized tests.	Completed

Section V: Appendices

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)