

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

Organization Code: 0480 District Name: BOULDER VALLEY RE 2 School Code: 2552 School Name: EISENHOWER ELEMENTARY SCHOOL (E) Plan type based on: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 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%	77.8%	81.0%	Overall Rating for Academic Achievement: Meets * Consult your SPF for the ratings for each content area at each level.
		Math	70.9%	70.1%	81.5%	86.4%	
		Writing	53.5%	54.8%	69.2%	72.0%	
		Science	47.5%	45.4%	66.2%	75.7%	
	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: 36		Overall % of targets met by School: 91.7%		Reading NO	Math NO
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: Exceeds * Consult your SPF for the ratings for each content area at each level.		
		Reading	19	45/55	Median SGP: 61		
		Math	27	45/55	Median SGP: 57		
		Writing	30	45/55	Median SGP: 61		

* 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.

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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	<p>Median Student Growth Percentile</p> <p>Description: Growth in CSAP for reading, writing and math by disaggregated groups.</p> <p>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.</p>	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.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center;">Exceeds</p>

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 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.**	N/A	Not identified for Improvement under Title I.

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

Improvement Plan Information

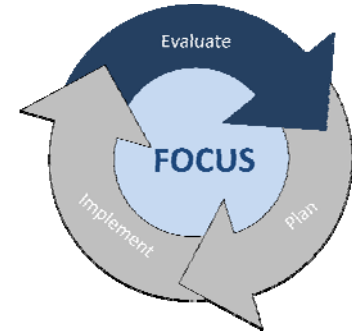
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Lisa McKercher, Principal
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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 5 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)	Median Writing Growth Score (grades 4, 5) Increase from 65 in 2009 to 72 in 2011	Median Writing Growth Overall Score in 2010 was 62, in 2011 was 56 Did not meet the two year goal.
Academic Growth	See above	
Academic Growth Gaps	Median Reading Growth Score for MA students (grades 4,5) 55 in 2010 to 70 in 2011	In 2010 was 55 to 64.5 in 2011 Showed growth, not considered significant and did not meet goal.
Post Secondary Readiness	n/a	n/a
School Climate	Question #24 I have not seen students of different color or countries made fun of. 57% to 70 %	The survey for Question #24 in 2011 was at 66% . Made significant improvement, but did not meet goal.

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 (Status)	<p>Math Percentage Prof & Above 2009, 2010, 2011</p> <p><u>Overall</u> 91, 89, 82</p> <p><u>3rd grade Math</u> 90, 86, 93</p> <p><u>4th grade Math</u> 92, 90, 79</p> <p><u>5th grade Math</u> 90, 92, 77</p>	<p>The percentage of students who scored Proficient and Advanced in Math in grades 4 and 5 decreased significantly in 2011. The previous two years' data shows consistently stable and high achievement scores.</p> <p>We still received a <i>Meets Expectations</i> on the SPF on both 3 year and 1 year reports.</p>	<p>There is a lack of consistency in Tier 1 instructional techniques. A staff survey completed in August 2011 defined that our lack of consistency was found within the following areas:</p> <ul style="list-style-type: none"> • Philosophical beliefs about how to instruct math • Instructional methodologies • Classroom materials • Common language and vocabulary use among and between the grade levels • Methods of assessment <p>Lack of vertical articulation across grade levels about approach to math instruction.</p>
	<p>Writing Percentage Prof & Above 2009, 2010, 2011</p> <p><u>Overall</u> 76, 72, 70</p> <p><u>3rd grade Writing</u> 70, 66, 69</p> <p><u>4th grade Writing</u></p>	<p>None</p> <p><i>Meets Expectations</i> on the SPF on both 3 year and 1 year reports.</p>	<p>None</p>

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
	74, 67, 71 <u>5th grade Writing</u> 83, 84, 70		
	Reading Percentage Prof & Above 2009, 2010, 2011 <u>Overall</u> 83, 86, 79 <u>3rd grade Reading</u> 79, 85, 80 <u>4th grade Reading</u> 82, 80, 80 <u>5th grade Reading</u> 87, 91, 76	None <i>Meets Expectations</i> on the SPF on both 3 year and 1 year reports.	None
Academic Growth	Math Median Growth 2009, 2010, 2011 <u>Overall</u> 65, 63.5, 44 <u>4th grade Math</u> 66, 60, 44.5 <u>5th grade Math</u> 60, 64, 40	In both 4 th and 5 th grade, our Math Median Growth Scores showed a significant one year decline. On the SPF, we received an <i>Approaching</i> for our 1 year report, and <i>Meets Expectations</i> for our 3 year report.	There is a lack of consistency in Tier 1 instructional techniques. A staff survey completed in August 2011 defined that our lack of consistency was found within the following areas: <ul style="list-style-type: none"> • Philosophical beliefs about how to instruct math • Instructional methodologies • Classroom materials • Common language and vocabulary use among and between the grade levels • Methods of assessment Lack of vertical articulation across grade levels about approach to math instruction.

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
	<p>Writing Median Growth 2009, 2010, 2011</p> <p><u>Overall</u> 65, 62, 56</p> <p><u>4th grade Writing</u> 68, 63, 56</p> <p><u>5th grade Writing</u> 56, 57.5, 56</p>	None.	None
	<p>Reading Median Growth 2009, 2010, 2011</p> <p><u>Overall</u> 68, 57, 59</p> <p><u>4th grade Reading</u> 61, 51, 57</p> <p><u>5th grade Reading</u> 70.5, 63, 60</p>	none	None
Academic Growth Gaps	<p>Math Median Growth 2009, 2010, 2011</p> <p><u>Hispanic</u> 78, 76.5, 33.5</p> <p><u>White</u> 61, 59.5, 42.5</p> <p><u>ELL</u> 70, 70.5, 33.5</p> <p><u>Latino ELL</u> 86, 89, 31</p> <p><u>Meal Assist.</u></p>	<p>All disaggregated groups showed significant declines in one year data for the Math Median Growth.</p> <p>The TAG students showed a decline, but it is not considered significant and remains about average at 72.</p>	<p>There is a lack of consistency in Tier 1 instructional techniques. A staff survey completed in August 2011 defined that our lack of consistency was found within the following areas:</p> <ul style="list-style-type: none"> • Philosophical beliefs about how to instruct math • Instructional methodologies • Classroom materials • Common language and vocabulary use among and between the grade levels • Methods of assessment <p>Lack of vertical articulation across grade levels about</p>

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
	<p>66, 68.5, 28 <u>Special Ed</u> 55.5, 76.5, 17 <u>TAG</u> 63.5, 81, 72</p>	<p>On the SPF, we received an <i>Approaching</i> for our 1 year report, and <i>Meets Expectations</i> for our 3 year report.</p>	<p>approach to math instruction.</p>
	<p>Writing Median Growth 2009, 2010, 2011 <u>Hispanic</u> 58, 63, 50 <u>White</u> 66, 58, 54 <u>ELL</u> 60, 63, 57 <u>Latino ELL</u> 76, 63, 56 <u>Meal Assist.</u> 60.5, 51, 47 <u>Special Ed</u> 50.5, 58, 51 <u>TAG</u> 70, 58, 75</p>	<p>Our Writing Median Growth scores are still at average or above average in all areas except one.</p> <p>Our students' scores who on Meal Assistance are below the average, at 47 in 2011. This is a three year trend of declining scores for students on Meal Assistance.</p> <p>On the SPF, we received a <i>Meets Expectation</i> for both our 1 year report and our 3 year report.</p>	<p>The lack of a consistent writing rubric used as a formative and summative tool to assess students' individual writing needs across the grade levels remains a root cause. Without the use of formative data, it is difficult to identify individual student need and progress.</p>
	<p>Reading Median Growth 2009, 2010, 2011 <u>Hispanic</u> 60, 72, 64.5</p>	<p>None</p>	<p>None</p>

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
	<u>White</u> 70, 57, 55 <u>ELL</u> 66.5, 72, 73 <u>Latino ELL</u> 57.5, 73.5, 71 <u>Meal Assist.</u> 70, 55, 64.5 <u>Special Ed</u> 55, 54, 68 <u>TAG</u> 69, 77, 53		
Post Secondary Readiness	Na		
School Climate	The BVSD School Climate Survey data indicates that we are lacking consistency in school rules.	The percentage of favorable responses on Question # 18 (I believe our school rules are easy to understand) are at 87%, a 5% decline from 2010 (92%).	Lack of school-wide systems that create a set of common behavior expectations which are, in turn, applied across a variety of settings.

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 our 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>		

Narrative:

At Eisenhower Elementary School in BVSD, the school and district data was analyzed by our TIES Teacher Team and then reviewed by our entire teaching staff and our School Accountability Committee. The TIES Teacher Team is comprised of a teacher from each grade level, a special educator, an ELL teacher, a specials teacher, and the school principal. Our School Accountability Committee is comprised of parents of both intermediate and primary students, two general education teachers, and a special education teacher, and the school principal.

We found that our CSAP scores, as reported in Proficient/ Advanced Percentages and Growth Median Percentiles, indicate a need for work in mathematics and in some aspects of our writing instruction. The positive trends we see are in the academic area of Reading. Our CSAP Reading Median Growth scores are consistently high across all disaggregated student groups. Some groups show notably high growth in Reading: Hispanic students, ELL students, Latino ELL students, students on Meal Assistance, and Special Education students. While we are encouraged that the work done around reading intervention shows strong results, we need to look at other academic areas as well. Following the analysis of the data, our TIES Teacher Team brought the findings forth to the Eisenhower Teaching Staff for review. In addition, the School Accountability Committee also reviewed the trends in the data. This parent/ staff committee works to support the school goals at Eisenhower Elementary. Present at this meeting were 9 people: 5 parents, 1 of who represent our English Language Learners population; 3 faculty members (and members of the SAC); and the school principal. Additional discussion and deepening understanding resulted in the narrative below.

This narrative will be broken into three areas: Reading, writing and math. For each academic area, we provide a trend analysis, a discussion of the root cause(s) if applicable, and a discussion about the evidence we're using to make our conclusions.

READING

As we reviewed CSAP Reading data, as reported in Proficient and Above Percentages as well as Growth Median Percentile, we noticed that our Levels of Proficiency in reading are less consistent when looking at three year data. In 3rd grade, the Proficiency Levels spiked in 2010 at 85%, but have remained stable at 79% in 2009 and 80% in 2011. In 4th grade, the Proficiency Levels have remained stable at 82% in 2009, 80% in 2010 and 80% in 2011. In 5th grade we noticed the Proficiency Levels show a decline in 2011 at 76%, down from 91% in 2010 and 87% in 2009.

This inconsistent pattern of Proficiency Levels led us to closely analyze the CSAP Growth Model. We noticed that our overall Reading Median Growth Score shows stable two year growth scores, with the growth data remaining above average at 59. In analyzing cohort data within the CSAP Reading Growth Scores, we noticed that the 2011 5th graders demonstrated a score of 51 as 4th graders and 60 as 5th graders, increasing in a positive direction. In addition, as noted above, our disaggregated data for our CSAP Reading Median Growth is very strong. Our Hispanic students, ELL students, Latino ELL students, students receiving Meal Assistance, and students in Special Education are scoring significantly above the average of 50.

We feel that the strong results found within the data for disaggregated student groups demonstrate the effectiveness of our sustained Reading Intervention Model. In addition our School Performance Framework in Academic Growth Graphs states that in all of areas of Reading, we are *Exceeding Expectations* on both our 3 year trend data and 1 year trend data.

WRITING

As we reviewed CSAP Writing data, as reported in Proficient and Above Percentages as well as Growth Median Percentile, we noticed that the percentage of students scoring Proficient and Advanced in Writing remains stable in grades 3 and 4. In 5th grade, there was a one year decline in Proficiency Levels which led us to further analyze the group of students that were the 5th graders in 2011. In examining CSAP Proficiency Level cohort data, we discovered that the 2011 5th grade class scored consistently in 3rd grade (70%), in 4th grade (67%) and 5th grade (70%).

We then analyzed the CSAP Writing Growth Scores. Overall, 5th grade's Writing Median Growth Score is stable. 4th grade's Writing Median Growth Score showed a one year decline. However, the overall 4th grade score is still above average at 56. In looking at our data for disaggregated student groups, our Writing Median Growth Scores are still at average or above average in all student groups except one. Scores of our students who are on Meal Assistance are below the average, at 47 in 2011. This is a three year trend of declining scores for students on meal assistance, with 60.5 in 2009, 51 in 2010, and 47 in 2011.

Based on our above average results in both CSAP Median Growth Scores and CSAP Proficiency Levels in all areas except the 2011 FRL, we do not feel that Writing overall is a high priority challenge. Additionally the School Performance Framework 3 year data shows that overall we *Meet Expectations* and either *Meets* or *Exceed* in all categories. Our 1 year SPF ranks us at *Meets Expectations* overall, but with an *Approaching* for the students on FRL.

Therefore, we need to continue working to ensure that our students on meal assistance are receiving the support they need. In our conversations about writing, we have identified a root cause, which remains the same root cause as the 2010—11 School Year: The lack of a consistent writing rubric used as a formative and summative tool to assess students' individual writing needs across the grade levels. We will continue the work of creating a common assessment tool in writing.

MATH

As we reviewed CSAP Mathematics data, as reported in Proficient and Above Percentages as well as Growth Median Percentile, we noticed a sharp decline in our one year data. First we examined our Proficiency Levels. Below is a chart showing our three year data.

CSAP Math % Prof & Above

	2009	2010	2011
Overall	91	89	82
3 rd grade	90	86	93
4 th grade	92	90	79
5 th grade	90	92	77

Our three year results in Proficient and Advanced still remain above average, despite the sharp decline in our 2011 scores as compared to 2009 and 2010. The exception is the high achievement level of our 3rd grade students. Third grade students scored 93% Proficient and Advanced on CSAP Math in 2011.

We then examined our CSAP Math Median Growth data.

Math Median Growth Overall grades 4 & 5

	2009	2010	2011
Hispanic	78	76.5	33.5
White	61	59.5	42.5
ELL	70	70.5	33.5
Latino ELL	86	89	31
Meal Assist.	66	68.5	28
Spec.Ed	55.5	76.5	17
TAG	63.5	81	72

In 2009 and 2010, our Math Median Growth was exceptionally strong; however, in 2011, we experienced significant declines in all disaggregated student groups except TAG. In the School Performance Framework, our three year data shows that overall we received a *Meets* rating; *Exceeds* in minority students, students needing to catch up, and English language learners; *Approaching* in Free/Reduced Lunch and Students with disabilities. Our one year trend data on the SPF, however, ranks our Math scores as *Approaching* overall. We received a *Did Not Meet Expectations* for students on Free/Reduced Lunch, students with disabilities, and English Language Learners. We *Met Expectations* for minority students.

In our conversations about Mathematics, we identified root causes for our downward trend over which we can have control in our building:

- 1) There is a lack of consistency in Tier 1 instructional techniques, examined further by a staff survey completed in August 2011.
- 2) Lack of articulation vertically across grade levels and within grade levels about approach to math instruction, specifically in determining what is mastery and what is introductory for essential learnings at each grade level.
- 3) A need for additional collaboration about pedagogical strategies to ensure that students are receiving additional instruction on skills which need further re-

teaching, or "backfill."

- 4) An increased focus on our reading instruction and writing instruction over the past several school years, with little emphasis placed on professional development work in mathematics.

Verification of Root Causes

To further examine and verify our root causes, we administered a staff survey in August 2011 to gather additional data about inconsistencies that may exist within our mathematics instruction. The results of our staff survey show that our inconsistencies are within these categories:

- Philosophical beliefs about how to instruct math.
- Instructional methodologies: A variety of methods used creates a lack of consistency among the grade levels.
- Classroom materials: Teachers are not all using the same classroom materials and do not have access to the same materials.
- Common language and vocabulary use among and between the grade levels.
- Methods of assessment: Need for common formative and summative assessments.
- Curricula vs. Standards: What is expected to be taught vs. what is truly taught.
- Professional Development: Different teachers have had different trainings.

In conversation with the teaching staff and with the SAC, we determined that the lack of focus on our math program for several years has led us to the results of our 2011 CSAP testing. Our reading scores, which have been the focus of previous year's professional development, have shown significant growth. Math has not been a priority for our school due to previously strong assessment results. Yet, our 2011 results demonstrate that we need to address the inconsistencies mentioned above.

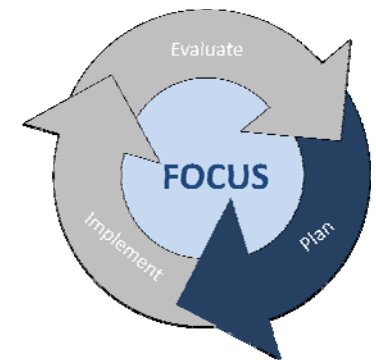
Section IV: Action Plan(s)

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	n/a				
		M	The percentage of students who scored proficient and advanced in Math in grades 4 and 5 decreased significantly in 2011. Math Prof & Above 2009, 2010, 2011 <u>Overall</u> 91, 89, 82 <u>3rd grade Math</u> 90, 86, 93 <u>4th grade Math</u> 92, 90, 79 <u>5th grade Math</u> 90, 92, 77	Increase proficiency levels for 4 th and 5 th grade math programs in 2012: 4 th grade—85% 5 th grade—85%	Increase proficiency levels for 4 th and 5 th grade math programs in 2013: 4 th grade—90% 5 th grade—90%	AddVantage Math Screener administered September 2011 Staff developed Common Formative Assessments Administered bi-weekly In grades 3, 4, 5	Strategy #1— Monthly Vertical Articulation in Primary (K, 1, 2) and Intermediate (3, 4, 5) teams in order to collaborate about identified priorities in curriculum, to develop common definitions of proficiency, to develop common assessments, and to share instructional methodologies. Strategy #2— Weekly Professional Learning Community Time to allow time for grade level teams to collaborate on math instruction. Each team is writing goals to focus their PLC time.
		W	n/a				
		S	n/a				
	AYP (Overall and for each disaggregated groups)	R	State Target: Elem : 94.32% of Part.. Proficient, Proficient, Advanced. Eisenhower: 91.47%	94.23% of all students and by each disaggregated group will be PP and above OR show a 10% reduction in the percentage of students	There will be an additional 10% reduction in the percentage of students scoring unsatisfactory.	DRA 2 data collected in September, January and April	Strategy #1: Continue work with Intervention Groups Strategy #2: Continue implementation of the Daily 5 and continue discussion of

			<p>Safe Harbor <u>Hispanic</u> Needed 16.36 % 2011—20 %</p> <p><u>ELL</u> Needed 17.03 % 2011—22.5%</p> <p><u>FRL</u> Needed 16.53% 2011—18.37%</p>	scoring unsatisfactory.			the CAFÉ book strategies.
		M	<p>State Target: Elem : 94.54% of Part.. Proficient, Proficient, Advanced. Eisenhower: 94.31%</p> <p>Safe Harbor <u>FRL</u> Needed 5.51 % 2011—14.29%</p> <p><u>SPED</u> Needed 10% 2011—25%</p>	94.54% of all students and by each disaggregated group will be PP and above OR show a 10% reduction in the percentage of students scoring unsatisfactory.	There will be an additional 10% reduction in the percentage of students scoring unsatisfactory.	<p>AddVantage Math Screener administered September 2011</p> <p>Staff developed Common Formative Assessments Administered bi-weekly In grades 3, 4, 5</p>	<p>Strategy #1— Monthly Vertical Articulation in Primary (K, 1, 2) and Intermediate (3, 4, 5) teams in order to collaborate about identified priorities in curriculum, to develop common definitions of proficiency, to develop common assessments, and to share instructional methodologies.</p> <p>Strategy #2— Weekly Professional Learning Community Time to allow time for grade level teams to collaborate on math instruction. Each team is writing goals to focus their PLC time.</p>
Academic	Median	R	n/a				

Growth	Student Growth Percentile	M	<p>In both 4th and 5th grade, our Math Median Growth Scores showed a significant one year decline.</p> <p>Math Median Growth 2009, 2010, 2011</p> <p><u>Overall</u> 65, 63.5, 44</p> <p><u>4th grade Math</u> 66, 60, 44.5</p> <p><u>5th grade Math</u> 60, 64, 40</p>	The overall school growth score in math will be 50 or greater.	The overall school growth score in math will be 55 or greater.	<p>AddVantage Math Screener administered September 2011</p> <p>Staff developed Common Formative Assessments Administered bi-weekly In grades 3, 4, 5</p>	<p>Strategy #1— Monthly Vertical Articulation in Primary (K, 1, 2) and Intermediate (3, 4, 5) teams in order to collaborate about identified priorities in curriculum, to develop common definitions of proficiency, to develop common assessments, and to share instructional methodologies.</p> <p>Strategy #2— Weekly Professional Learning Community Time to allow time for grade level teams to collaborate on math instruction. Each team is writing goals to focus their PLC time.</p>
		W	n/a				
Academic Growth Gaps	Median Student Growth Percentile	R	n/a				
		M	<p>All disaggregated groups showed significant declines in one year data for the Math</p> <p>Math Median Growth 2009, 2010, 2011</p> <p><u>Hispanic</u> 78, 76.5, 33.5</p> <p><u>White</u> 61, 59.5, 42.5</p>	The overall school growth in math will be 50 or greater in all disaggregated areas.	The overall school growth in math will be 55 or greater in all disaggregated areas.	<p>AddVantage Math Screener administered September 2011</p> <p>Staff developed Common Formative Assessments Administered bi-weekly In grades 3, 4, 5</p>	<p>Strategy #1— Monthly Vertical Articulation in Primary (K, 1, 2) and Intermediate (3, 4, 5) teams in order to collaborate about identified priorities in curriculum, to develop common definitions of proficiency, to develop common assessments, and to share instructional methodologies.</p>

		<u>ELL</u> 70, 70.5, 33.5 <u>Latino ELL</u> 86, 89, 31 <u>Meal Assist.</u> 66, 68.5, 28 <u>Special Ed</u> 55.5, 76.5, 17 <u>TAG</u> 63.5, 81, 72				Strategy #2— Weekly Professional Learning Community Time to allow time for grade level teams to collaborate on math instruction. Each team is writing goals to focus their PLC time on improving their consistency of math instruction within their grade level.
	W	The scores of our students who are on Meal Assistance are below the average, at 47 in 2011. This is a three year trend of declining scores for students on meal assistance. <u>Meal Assist.</u> 2009 60.5 2010 51 2011 47	The overall school growth in writing for students on meal assistance will be 50 or greater.	The overall school growth in writing for students on meal assistance will be 55 or greater.	In house writing samples/assessments	Strategy #1—Continue the development of a common writing assessment tool. Strategy #2—Work on inter-rater reliability Strategy #3—Administer assessment three times per year.
Post Secondary & Workforce Readiness	Graduation Rate	n/a				
	Dropout Rate	n/a				
	Mean ACT	n/a				
School Climate	BVSD School Climate Survey	The BVSD School Climate Survey data indicates that we are	Increase in the favorable responses on Question 18	Increase in the favorable responses on Question 18	Baseline data collected by the SET, administered by the	Training of the Climate Committee in PBS (Positive

		<p>lacking consistency in school rules. The percentage of favorable responses on Question # 18 (I believe our school rules are easy to understand) are at 87%, a 5% decline from 2010 (92%).</p>	<p>to 92% in 2012.</p>	<p>to 95% in 2012.</p>	<p>PBS Coach</p>	<p>Behavior Support) Systems.</p>
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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: Monthly Vertical Articulation Teams in Primary (K, 1, 2) and Intermediate (3, 4, 5) teams in order to collaborate about identified priorities in curriculum, to develop common definitions of proficiency, to develop common assessments, and to share instructional methodologies in relation to our Mathematical program. Each Vertical Articulation Team will create goals in order to achieve consistency in mathematics instruction.

Root Cause(s) Addressed:

Root Cause #1: There is a lack of consistency in Tier 1 instructional techniques. A staff survey completed in August 2011 defined that our lack of consistency was found within the following areas: Philosophical beliefs about how to instruct math; Instructional methodologies; Classroom materials; Common language and vocabulary use among and between the grade levels; Methods of assessment .

Root Cause #2: Lack of vertical articulation across grade levels about approach to math instruction.

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

- X 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)
<u>Intermediate:</u> Collaboration by grades 3, 4, 5 to create a solid number sense foundation and to address deficiencies in computation techniques. Will be accomplished by daily high quality instruction and weekly back fill.	Monthly Collaboration meetings	All 3 rd , 4 th , and 5 th grade classroom teachers, Support teachers who are aligning themselves with Intermediate	Collaboration meeting time Use of classroom materials, working to align between the grade levels, BVSD Math Department Resources	Will evaluate PLC Goal Setting Document in January 2012.	In progress
<u>Intermediate:</u> Incorporate "Number Talk" into classroom instruction at a minimum of 3 times per week.	3 times per week. Begin after the 10/19/11 "math talk"	All 3 rd , 4 th , and 5 th grade classroom teachers, Support teachers who are aligning themselves with Intermediate	Peer coaching Collaboration meeting time	Weekly implementation to be reviewed at Monthly Intermediate PLC meetings.	In progress

<u>Primary:</u> Review CSAP test items and formatting and the new standards in order to strengthen knowledge about expectations.	Begin work in October, finish by end of December.	Vertical articulation team of grades K, 1, 2	Released CSAP items, Test preparation materials Collaboration meeting time	Will complete this by the end of December Will evaluate PLC Goal Setting Document in January 2012.	In progress
<u>Primary:</u> Complete peer observations during math instruction.	Complete one by the end of January, two by the end of March.	K-2 teachers	Time needed during PLC s for scheduling	Will evaluate PLC Goal Setting Document in January 2012.	In progress
<u>Primary:</u> Determine common language for key mathematical terms.	Begin work in October, finish by end of December.	K-2 teachers	Time needed during Collaboration meeting time	Terms to be shared with intermediate teachers by January, further conversation to occur in Spring 2012	In progress
<u>School-wide:</u> Increase communication with parent community about mathematics: What should students be able to know and do at the end of each grade? How is math being taught? How can parents support teachers' work if students need additional instruction to either re-teach or extend their learning?	Begin work in October, Math night Co-sponsored by PTA and SAC in Jan/Feb.	SAC Classroom teachers	Math Standards	Will assess progress through a Survey out to the parent community	In progress

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

Major Improvement Strategy #2:

Weekly Professional Learning Community Time designed to allow time for grade level teams to collaborate on math instruction. Each team is writing goals to focus their PLC time on improving their consistency of math instruction within their grade level.

Root Cause(s) Addressed:

Root Cause #1: There is a lack of consistency in Tier 1 instructional techniques. A staff survey completed in August 2011 defined that our lack of consistency was found within the following areas: Philosophical beliefs about how to instruct math; Instructional methodologies; Classroom materials; Common language and vocabulary use among and between the grade levels; Methods of assessment

Root Cause #2: Lack of vertical articulation across grade levels about approach to math instruction.

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)
<u>Kindergarten:</u> Develop concept of number sense through the use of hands-on materials in order to further engage students in mathematical concepts, specifically through use of technology and through the implementation of "Nifty Number Day."	Technology—begin use by Jan. 2012. Nifty Number Day—September through May	Kindergarten teachers, Math tutor, parent volunteers	Technology grant , Parent volunteers, Math manipulatives	Use technology at least once per week by January 2012. Informal and formative assessment data gathered during Nifty Number Day.	In progress
<u>1st grade:</u> Develop consistent assessments both formative and summative for computation and number sense	September through January	1 st grade teachers	Current math resources	Completed assessments	In progress
<u>1st grade:</u> Create instructional activities that are higher order thinking, requiring explanation of how mathematical problems are solved.	On-going through May	1 st grade teachers	Math Investigation games and resources Math Strategy Tool Box	Development of new activities that demonstrate application of higher order thinking skills	In progress

<u>2nd Grade</u> : Develop common standards, methods and assessments of teaching subtraction by looking at what students should know and be able to do at the end of 1 st , 2 nd and 3 rd grade, by examining assessments, and creating common teaching strategies.	Collect resources through the end of October and then continue work through May.	2 nd grade teachers Math tutor	Collaboration time	Will evaluate PLC Goal Setting Document in January 2012.	In progress
<u>Intermediate</u> : Systematically assess and reteach, or backfill, number sense skills	Weekly, or biweekly, depending on unit of study	Grade level teams in 3 rd , 4 th , 5 th grades	Resources for Counting On numeracy, Post-tests used from classroom and teacher-created materials Collaboration meeting Time	Will begin the work in October 2011 Will evaluate PLC Goal Setting Document in January 2012.	In progress
<u>Intermediate</u> : Format quizzes and tests to match the format of CSAP and the short-constructed responses, with an emphasis on explaining answers in detail	Summative unit tests	Grade level teams in 3 rd , 4 th , 5 th grades	Released CSAP items, Test preparation materials	Will evaluate PLC Goal Setting Document in January 2012.	In progress

The BVSD School Climate Survey data indicates that we are lacking consistency in school rules. The percentage of favorable responses on Question # 18 (I believe our school rules are easy to understand) are at 87%, a 5% decline from 2010 (92%).

Root Cause(s) Addressed: Lack of school-wide systems which create a set of common behavior expectations that are applied across a variety of settings.

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)
Train the Diversity/Climate Committee on School-wide Positive Behavior Support. (PBS)	October, November 2011	School principal BVSD PBS coach School Climate Liaison Climate/Diversity Committee members	Release time for Climate/Diversity Committee to attend trainings. (subs)	Completed by end of November	In progress
Develop the behavior expectations for SOAR	Dec 2011 Jan 2012	Climate/Diversity Committee members	Faculty meeting time	End of January 2012	In progress
Determine behavior expectation for SOAR across classroom and non-classroom settings	Jan—Feb 2012	Climate/Diversity Committee members School principal	Faculty meeting time	End of February 2012	In progress
Develop a plan for further implementation of PBS and for training of the Eisenhower staff	Spring 2012	Climate/Diversity Committee members School principal	Faculty meeting time	End of May 2012	In progress

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)