

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

Organization Code: 0480 District Name: BOULDER VALLEY RE 2 School Code: 4874 School Name: LAFAYETTE 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%	75.2%	75.7%	Overall Rating for Academic Achievement: Meets * Consult your SPF for the ratings for each content area at each level.	
		Math	70.9%	70.1%	67.7%	72.4%		
		Writing	53.5%	54.8%	60.9%	60.0%		
		Science	47.5%	45.4%	60.4%	66.2%		
	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: 28		Overall % of targets met by School: 75.0%		Reading	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: Meets * Consult your SPF for the ratings for each content area at each level.	
		Reading	20	45/55	Median SGP: 49			
		Math	41	45/55	Median SGP: 54			
		Writing	35	45/55	Median SGP: 52			

* 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: 0480 District Name: BOULDER VALLEY RE 2 School Code: 4874 School Name: LAFAYETTE ELEMENTARY SCHOOL (E) Plan type based on: 3 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	<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>	<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.</p>	<p>See your School Performance Framework Report for a listing of median growth percentiles for your school's disaggregated student groups.</p>	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center; color: blue;">Approaching</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? 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? 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

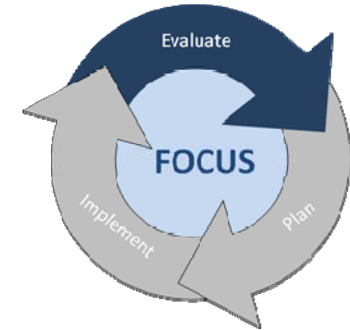
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Stephanie Jackman, Principal
	Email	Stephanie.jackman@bvsd.org
	Phone	720-561-8900
	Mailing Address	101 North Bermont Avenue, Lafayette, CO 80026
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)	<p><u>Reading: % Proficient and Above 2011</u> 3rd Grade: 83% 4th Grade: 66% 5th Grade: 83% Overall: 77% Total number of students: 287</p>	<p>This indicator reflects on how our students are doing in meeting the State’s proficiency goal (the percentage of students proficient or advanced on Colorado’s standardized assessments- CSAP). Based on the 2011 data, we increased proficient or above percentages in 3rd and 5th grade. We increased from 73% to 83% in 3rd grade and 73% to 83% in 5th grade. Our 4th grade students’ proficient and advanced percentage was 66% which was lower than 2010; however only 73% of these students scored proficient or advanced on the 3rd grade Reading CSAP in 2010.</p>
	<p><u>Writing: % Proficient and Above 2011</u> 3rd Grade: 58% 4th Grade: 56% 5th Grade: 73% Overall: 62% Total number of students: 287</p>	<p>This indicator reflects on how our students are doing in meeting the State’s proficiency goal (the percentage of students proficient or advanced on Colorado’s standardized assessments- CSAP). Based on the 2011 data, we increased proficient or above percentage in 3rd and 5th grade. We increased from 49% to 58% in 3rd grade and 62% to 73% in 5th grade. Our 4th grade students’ proficient and advanced percentage was 56% which was lower than 2010; however only 49% of these students were proficient or advanced on the 3rd grade Writing CSAP in 2010.</p>

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?
	<p><u>Math: % Proficient and Above 2011</u> 3rd Grade: 74% 4th Grade: 60% 5th Grade: 72% Overall: 69% Total number of students: 287</p>	<p>This indicator reflects on how our students are doing in meeting the State's proficiency goal (the percentage of students proficient or advanced on Colorado's standardized assessments- CSAP). Based on the 2011 data, we increased proficient or above percentage in 3rd grade. We increased from 70% to 74% in 3rd grade. Our 4th grade students' proficient and advanced percentage was 60% which was lower than previous years. 70% of this cohort scored proficient or above on the 3rd grade Math CSAP. In 5th grade, 72% of the students scored proficient or above which is similar to previous year's results.</p>
<p><u>Academic Growth</u></p>	<p><u>Reading: Median Percentile Growth in Reading 2011</u> 4th Grade: 44.5 5th Grade: 51.0 Overall: 47.0</p>	<p>In 2010, the Overall Median Growth for 4th and 5th was 41.5. We increased by 5.5 when you compare 2010 to 2011. When looking at the growth for each grade, 5th median growth was the most significant with an increase from 35.5 to 51. 4th grade median growth decreased from 44.5 to 42.0.</p>
	<p><u>Writing: Median Percentile Growth in Writing 2011</u> 4th Grade: 51.0 5th Grade: 58.0 Overall: 50.0</p>	<p>In 2010, the Overall Median Growth for 4th and 5th was 41.0. We increased by 9 when you compare 2010 to 2011. When looking at the growth for each grade, 5th median growth was the most significant with an increase from 39 to 58. 4th grade median growth decreased from 52.0 to 42.0.</p>
	<p><u>Math: Median Percentile Growth in Math 2011</u> 4th Grade: 47.0 5th Grade: 57.0 Overall: 49.0</p>	<p>In 2010, the Overall Median Growth for 4th and 5th was 48.0. We increased by 1 when you compare 2010 to 2011. When looking at the growth for each grade, 5th median growth increased from 54 to 57. 4th grade median growth increased from 40.5 to 47.0.</p>
<p>Academic Growth Gaps</p>	<p><u>Reading: Median Percentile Growth / % Proficient or Advanced in 2011</u> Overall: 47.0, 77% Hispanic: 50.5, 49% White: 45, 83% ELL: 56.5, 33%</p>	<p>Our priority challenge for 2010-2011 achievement and equity goals was reading due to the lower median growth rate over time for most of our sub groups (TAG, ELL, FRL, Hispanic). When reviewing trend data for the past three years, there were two years, 2008 and 2010, where growth scores for all students and subgroups in reading were below the growth median percentile of 50. In addition, in 2010 Lafayette did not make adequate yearly progress (AYP) in reading for Hispanic students and in</p>

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?
	Meal Assistance: 40.5, 46% Special Education: 23.0, 27% TAG: 57.5, 100%	reading for students who qualify for meal assistance. Based on our analysis of 2009-2010 data, we focused our 2010-2011 School SMART Goal on the following: Students who qualify for meal assistance will improve proficiency in reading over time and increase median percentile growth. <u>Results:</u> The median growth score for students who qualify for meal assistance in Reading went from 40 to 40.5 which is limited progress toward goal; Increase the percentage of students who qualify for meal assistance who score proficient or advanced on the reading CSAP went from 41% to 46% which indicates that this goal was met.
Post Secondary Readiness	N/A	N/A
School Climate	<p>School SMART Goals: Climate(C): Students in 3rd through 5th grade will express more positive responses to the Student Climate Survey in areas associated with bullying and feeling safe. Parents will also increase their satisfaction with receiving regular reports regarding academic progress.</p> <p>Statements to focus on included:</p> <ul style="list-style-type: none"> • I know what to do about bullies. • I feel safe on the playground. • I feel safe at school. • I receive regular reports about academic progress. • I have not been bullied at school this year. • I feel safe in the lunchroom. • I have not heard students threaten to hurt someone/take things. • I feel comfortable dealing with bullies. 	<p>When only considering the Climate Survey results, Lafayette did not meet their climate goals; however many steps were taken to support this goal. Actions taken included:</p> <ul style="list-style-type: none"> • Ensuring all staff understand the expectations of the PBS Cougar Code and Playground Promises, • Active supervision and response was discussed at each paraprofessional meeting • Kaiser Permanente presented a "Choose your Life" assembly to promote choices we can make to take a stand against bullying • 5th graders presented at a school assembly around taking a stand against bullying • Lafayette actively participated in promoting the use of Kind Words and Ending the "r" word • Any issue brought to administration was investigated,

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?
		<p>resolved and followed up on.</p> <ul style="list-style-type: none"> For the 2011-2012 school year, levels of Behavior will be developed to promote consistent responses/consequences related to PBS <p>In May 2011, Staff compared the Student Climate results from 2008 to 2011. Upon analyzing the results from 2008 to 2011, the number of unsure responses from students increased significantly for all questions in 2011. The unsure responses are included in the unfavorable responses. Staff and SAC also contributed the significant decrease in results to the administration of the survey and the additional support from a Guidance Counselor. For the past three years, the guidance counselor had administered the survey to all students and was providing direct instruction to classes in these areas. In 2011, Lafayette's Assistant Principal administered the surveys to all students.</p>

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><u>Reading: % Proficient and Above 2008,2009,2010</u></p> <p>3rd Grade: 84%, 84%, 73%</p> <p>4th Grade: 77%, 73%, 74%</p> <p>5th Grade: 78%, 84%, 73%</p> <p>Overall: 80%, 80%, 73%</p> <p>Total number of students: 189, 219, 260</p>	<p>Beginning to see decline in overall percentage of students scoring proficient or advanced</p>	<p style="text-align: center;"><u>Inquiry 2 from 2010-2011 TIES/SIP PLAN</u></p> <p>Our instructional organization needs to develop specific strategies and consistent communication to address the instructional needs of students as readers emotionally and socially. Strong relationships, consistent expectations and clearly articulated goals aligned with the Curriculum Essentials Document (CED) needs to be embedded throughout the literacy block at Lafayette. Some barriers or related problems include the following:</p> <ol style="list-style-type: none"> 1. Currently do not have time built into our school to look at student work and share teacher practices. We need to explore how we are using teachers' time and students' instructional time. 2. Literacy block varies depending upon the teacher and grade level. Our philosophy or thoughts around the following varies: how well we know our students in reading, grouping strategies (needs or levels), exposure to varying text levels and comprehension strategies, structure of the literacy block and reading instruction (i.e. double dose) and specified interventions. 3. Staff believe that student motivation played a role in decreased achievement last year. Absenteeism, home school connections, visual supports provided to learners, materials and resources available and how we celebrated with students impacted success.

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
	<p><u>Writing: % Proficient and Above 2008, 2009, 2010</u></p> <p>3rd Grade: 57%, 62%, 49%</p> <p>4th Grade: 66%, 61%, 60%</p> <p>5th Grade: 60%, 69%, 62%</p> <p>Overall: 61%, 64%, 57%</p> <p>Total number of students: 189, 219, 260</p>	<p>Beginning to see decline in overall percentage of students scoring proficient or advanced</p>	<p>During the 2009-2010 school year, the Writing TIES team developed a rubric that was aligned with the CSAP frameworks and more specific than the Fireside rubric used prior. This rubric was set up as a checklist and currently isn't aligned with our data tracking system. Staff may not use consistent language with students and may have different expectations around what is proficient or advanced.</p>
	<p><u>Math: % Proficient and Above 2008, 2009, 2010</u></p> <p>3rd Grade: 71%, 83%, 70%</p> <p>4th Grade: 78%, 77%, 76%</p> <p>5th Grade: 69%, 75%, 74%</p> <p>Overall: 73%, 79%, 73%</p> <p>Total number of students: 189, 220, 260</p>	<p>Overall percentage of students scoring proficient or above has remained below 80%</p>	<p>The current math instructional model is working for most students; however on average about 20% of our students consistently do not score proficient or above. A more detailed analysis of instructional strategies used to teach number sense needs to be explored K-5.</p>
Academic Growth	<p><u>Reading: Median Percentile Growth 2009,2010, 2011</u></p> <p>4th Grade: 57, 44.5, 42</p> <p>5th Grade: 71.5, 35.5, 51</p> <p>Overall: 62, 41.5, 47</p> <p>2008 overall: 39</p> <hr/> <p><u>Writing: Median Percentile Growth 2009,2010, 2011</u></p> <p>4th Grade: 63, 51, 42</p> <p>5th Grade: 56.5, 39, 58</p>	<p>Our priority challenge in achievement needed to be reading due to the lower median growth rate over time. In 2008 and 2010, median percentile growth scores were below 50.</p>	<p>In Fall 2010, a data report was requested by administration that would show proficiency levels on CSAP for all subgroups at Lafayette from 2008 to 2010. This data was shared with staff as part of exploring what is working well at Lafayette and opportunities for improvement, especially in regards to closing the achievement gap. During the 2010-2011 school year, a process for RTI was finalized and communicated with all staff and interventions were reviewed to ensure</p>

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes																
	<p>Overall: 60, 41, 50 2008 overall: 55.5</p> <p><u>Math: Median Percentile Growth 2009,2010, 2011</u></p> <p>4th Grade: 54, 40.5, 47 5th Grade: 85.5, 54, 57 Overall: 67, 48, 49 2008 overall: 49</p>		<p>supplemental support is being provided for our struggling learners. Increasing awareness of subgroup performance, reflecting on and refining our instructional model and progress monitoring will continue to be a focus in the 2011-2012 school year.</p>																
Academic Growth Gaps	<p><u>READING</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Median Percentile Growth 2009, 2010, 2011</th> <th style="width: 50%;">% Proficient or Above 2008, 2009, 2010,2011</th> </tr> </thead> <tbody> <tr> <td>Overall: 62, 41.5, 47</td> <td>Overall: 80,80, 73, 77</td> </tr> <tr> <td>Hispanic: 59,32, 50.5</td> <td>Hispanic: 29, 33, 33, 49</td> </tr> <tr> <td>White: 64,44, 45</td> <td>White: 91,91, 80, 83</td> </tr> <tr> <td>ELL: 57, 35, 56.5</td> <td>ELL: 28, 18, 24, 33</td> </tr> <tr> <td>Meal Assistance: 54, 40, 40.5</td> <td>Meal Assistance: 52, 50, 41, 46</td> </tr> <tr> <td>Special Education: 55.5, NA, 23</td> <td>Special Education: 43, 44, 26, 27</td> </tr> <tr> <td>TAG: 82, 46.5, 57.5</td> <td>TAG: 100, 98, 97, 100</td> </tr> </tbody> </table>	Median Percentile Growth 2009, 2010, 2011	% Proficient or Above 2008, 2009, 2010,2011	Overall: 62, 41.5, 47	Overall: 80,80, 73, 77	Hispanic: 59,32, 50.5	Hispanic: 29, 33, 33, 49	White: 64,44, 45	White: 91,91, 80, 83	ELL: 57, 35, 56.5	ELL: 28, 18, 24, 33	Meal Assistance: 54, 40, 40.5	Meal Assistance: 52, 50, 41, 46	Special Education: 55.5, NA, 23	Special Education: 43, 44, 26, 27	TAG: 82, 46.5, 57.5	TAG: 100, 98, 97, 100	<p>Our priority challenge for 2010-2011 achievement and equity goals was reading due to the lower median growth rate over time for most of our sub groups (TAG, ELL, FRL, Hispanic). When reviewing trend data for the past three years, there were two years, 2008 and 2010, where growth scores for all students and subgroups in reading were below the growth median percentile of 50. In addition, in 2010 Lafayette did not make adequate yearly progress (AYP) in reading for Hispanic</p>	<p><u>Inquiry 2 from 2010-2011 TIES/SIP PLAN</u></p> <p>Our instructional organization needs to develop specific strategies to address the instructional needs of students as readers emotionally and socially because our students who qualify for meal assistance are not making the expected gains. Currently, we are not effectively providing our students who qualify for meal assistance appropriate access to the guaranteed viable curriculum.</p> <p>Some barriers or related problems include the following:</p> <ol style="list-style-type: none"> 1. With our diverse population, our staff needs to understand many types of learners and strategies to assist students from poverty to ensure they are receiving high levels of instruction. 2. Our interventions or strategies to address the needs of these learners may not be clearly defined. 3. Students who qualify for meal assistance may be working with many adults which could lead to fragmentation.
Median Percentile Growth 2009, 2010, 2011	% Proficient or Above 2008, 2009, 2010,2011																		
Overall: 62, 41.5, 47	Overall: 80,80, 73, 77																		
Hispanic: 59,32, 50.5	Hispanic: 29, 33, 33, 49																		
White: 64,44, 45	White: 91,91, 80, 83																		
ELL: 57, 35, 56.5	ELL: 28, 18, 24, 33																		
Meal Assistance: 54, 40, 40.5	Meal Assistance: 52, 50, 41, 46																		
Special Education: 55.5, NA, 23	Special Education: 43, 44, 26, 27																		
TAG: 82, 46.5, 57.5	TAG: 100, 98, 97, 100																		

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes																																
	<p><u>WRITING</u></p> <table border="1"> <thead> <tr> <th data-bbox="415 337 716 423">Median Percentile Growth 2009, 2010, 2011</th> <th data-bbox="716 337 1016 423">% Proficient or Above 2008, 2009, 2010,2011</th> </tr> </thead> <tbody> <tr> <td data-bbox="415 423 716 472">Overall: 60, 41, 50</td> <td data-bbox="716 423 1016 472">Overall: 61, 64, 57, 62</td> </tr> <tr> <td data-bbox="415 472 716 521">Hispanic: 64, 38, 55.5</td> <td data-bbox="716 472 1016 521">Hispanic: 13, 26, 21, 36</td> </tr> <tr> <td data-bbox="415 521 716 570">White: 60, 40, 49</td> <td data-bbox="716 521 1016 570">White: 72, 73, 62, 67</td> </tr> <tr> <td data-bbox="415 570 716 618">ELL: 74, 29, 56.5</td> <td data-bbox="716 570 1016 618">ELL: 6, 5, 10, 25</td> </tr> <tr> <td data-bbox="415 618 716 667">Meal Assistance: 65, 32.5, 43.5</td> <td data-bbox="716 618 1016 667">Meal Assistance: 31, 36, 30, 28</td> </tr> <tr> <td data-bbox="415 667 716 716">Special Education: 51.5, NA, 31</td> <td data-bbox="716 667 1016 716">Special Education: 22, 31, 5, 14</td> </tr> <tr> <td data-bbox="415 716 716 764">TAG: 70, 58, 68.5</td> <td data-bbox="716 716 1016 764">TAG: 94, 95, 86, 93</td> </tr> </tbody> </table> <p><u>MATH</u></p> <table border="1"> <thead> <tr> <th data-bbox="415 846 716 932">Median Percentile Growth 2009, 2010, 2011</th> <th data-bbox="716 846 1016 932">% Proficient or Above 2008, 2009, 2010,2011</th> </tr> </thead> <tbody> <tr> <td data-bbox="415 932 716 980">Overall: 67, 48, 49</td> <td data-bbox="716 932 1016 980">Overall: 73, 79, 73, 69</td> </tr> <tr> <td data-bbox="415 980 716 1029">Hispanic: 65, 44, 36</td> <td data-bbox="716 980 1016 1029">Hispanic: 29, 51, 43, 38</td> </tr> <tr> <td data-bbox="415 1029 716 1078">White: 72, 49, 49</td> <td data-bbox="716 1029 1016 1078">White: 82, 86, 78, 74</td> </tr> <tr> <td data-bbox="415 1078 716 1127">ELL: 89, 37, 43</td> <td data-bbox="716 1078 1016 1127">ELL: 17, 35, 29, 25</td> </tr> <tr> <td data-bbox="415 1127 716 1175">Meal Assistance:58, 44, 30</td> <td data-bbox="716 1127 1016 1175">Meal Assistance: 48, 54, 46, 33</td> </tr> <tr> <td data-bbox="415 1175 716 1224">Special Education: 90.5, NA, 20</td> <td data-bbox="716 1175 1016 1224">Special Education: 39, 56, 32, 27</td> </tr> <tr> <td data-bbox="415 1224 716 1273">TAG: 91, 71.5, 73.5</td> <td data-bbox="716 1224 1016 1273">TAG: 100, 100, 96, 96</td> </tr> </tbody> </table>	Median Percentile Growth 2009, 2010, 2011	% Proficient or Above 2008, 2009, 2010,2011	Overall: 60, 41, 50	Overall: 61, 64, 57, 62	Hispanic: 64, 38, 55.5	Hispanic: 13, 26, 21, 36	White: 60, 40, 49	White: 72, 73, 62, 67	ELL: 74, 29, 56.5	ELL: 6, 5, 10, 25	Meal Assistance: 65, 32.5, 43.5	Meal Assistance: 31, 36, 30, 28	Special Education: 51.5, NA, 31	Special Education: 22, 31, 5, 14	TAG: 70, 58, 68.5	TAG: 94, 95, 86, 93	Median Percentile Growth 2009, 2010, 2011	% Proficient or Above 2008, 2009, 2010,2011	Overall: 67, 48, 49	Overall: 73, 79, 73, 69	Hispanic: 65, 44, 36	Hispanic: 29, 51, 43, 38	White: 72, 49, 49	White: 82, 86, 78, 74	ELL: 89, 37, 43	ELL: 17, 35, 29, 25	Meal Assistance:58, 44, 30	Meal Assistance: 48, 54, 46, 33	Special Education: 90.5, NA, 20	Special Education: 39, 56, 32, 27	TAG: 91, 71.5, 73.5	TAG: 100, 100, 96, 96	<p>students and in reading for students who qualify for meal assistance.</p>	<p>Based on Lafayette’s 2010 CSAP results, the weighted index and overall growth for students who speak different languages (ELL) or qualify for meal assistance dropped significantly. We identified a pattern of lower achievement for our students who qualify for meal assistance when compared to the overall population and other subpopulations at Lafayette in reading, writing, and math. For all of these test areas, the median growth score for these students was below 50 and lower than the district average.</p>
Median Percentile Growth 2009, 2010, 2011	% Proficient or Above 2008, 2009, 2010,2011																																		
Overall: 60, 41, 50	Overall: 61, 64, 57, 62																																		
Hispanic: 64, 38, 55.5	Hispanic: 13, 26, 21, 36																																		
White: 60, 40, 49	White: 72, 73, 62, 67																																		
ELL: 74, 29, 56.5	ELL: 6, 5, 10, 25																																		
Meal Assistance: 65, 32.5, 43.5	Meal Assistance: 31, 36, 30, 28																																		
Special Education: 51.5, NA, 31	Special Education: 22, 31, 5, 14																																		
TAG: 70, 58, 68.5	TAG: 94, 95, 86, 93																																		
Median Percentile Growth 2009, 2010, 2011	% Proficient or Above 2008, 2009, 2010,2011																																		
Overall: 67, 48, 49	Overall: 73, 79, 73, 69																																		
Hispanic: 65, 44, 36	Hispanic: 29, 51, 43, 38																																		
White: 72, 49, 49	White: 82, 86, 78, 74																																		
ELL: 89, 37, 43	ELL: 17, 35, 29, 25																																		
Meal Assistance:58, 44, 30	Meal Assistance: 48, 54, 46, 33																																		
Special Education: 90.5, NA, 20	Special Education: 39, 56, 32, 27																																		
TAG: 91, 71.5, 73.5	TAG: 100, 100, 96, 96																																		
<p>Post Secondary Readiness</p>	<p>NA</p> <p>NA</p>																																		

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
School Climate	<p>In previous years, Lafayette focused on decreasing the negative and “don’t know” student responses on the Student Climate Survey with a focus on the questions below.</p> <p>14. I am not made fun of at school because I look different. 08-09: 74% 09-10 Goal: 77% Actual: 81%</p> <p>23. I have not had my feelings hurt by an adult at school. 08-09: 62% 09-10 Goal: 65% Actual: 77%</p> <p>24. I have not seen students of different color/countries made fun of. 08-09: 67% 09-10 Goal: 70% Actual: 73%</p> <p>28. I have not heard students threaten to hurt someone/take things. 08-09: 68% 09-10 Goal: 71% Actual: 63%</p>	<p>Our priority challenge for climate includes safety and communication. Based on the 2010 spring student climate responses, kids feeling safe at school decreased from 97% to 91% and only 89% of our students feel comfortable with bullies. According to parents, areas for growth would be to improve communication around receiving regular reports about academic progress since the percentage dropped on question #17 resulting in a score below the district average on this question.</p>	<p><u>Inquiry 2 from 2010-2011 TIES/SIP PLAN</u> There are times when our students do not feel safe at school or feel bullied. Our current instructional organization has a well-established Cougar Code that may not be enforced on a consistent basis and conflict resolution strategies (i.e. Peace Place) may only be taught in response to issues. Some barriers or related problems include the following:</p> <ol style="list-style-type: none"> 1. Lafayette had a guidance counselor for the past three years and this support is not available at the school anymore. This instruction may not happen in the classroom due to time. 2. Students do not always feel comfortable dealing with bullies. Staff may not enforce expectations consistently and may not revisit the goals of Peace Place on a regular basis.

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 Lafayette Elementary School in BVSD, the school and district data was reviewed by our Staff, School Accountability Committee (SAC) and will be shared at Principal Coffee Chats. Our SAC is comprised of a teacher from each grade level, an interventionist, and parents. We focused on the following data sources in our analysis and discussions: staff surveys, BVSD Parent Snapshot Surveys, Student Climate Surveys, CSAP, DRA, CELA, Content Area Reports, and CBMs. After reviewing our 2010-2011 school data in May 2011 and August 2011 as a full staff, teams explored the data deeper using the process titled: Focus 2011- 2012 Collaborative Accountability Form. This process required all teams to explore patterns to celebrate and practices that led to the success, performance challenges and root causes, and identify a theory of action that would address the root causes. Once teams completed this process, primary (K-2) and Intermediate Teams (3-5) reviewed these team reports to determine patterns. These patterns were shared K-5 to determine the three key improvement strategies to focus on schoolwide. The data below will address our performance challenges by grade with a verification of root cause by grade level.

Focus 2011-2012 Collaborative Accountability Form K-5

Kindergarten	First Grade	Second Grade
Patterns to celebrate (trending positively, that we wish to address:	Patterns to celebrate (trending positively, that we wish to address:	Patterns to celebrate (trending positively, that we wish to address:
<ul style="list-style-type: none"> • 89% of our students met the DRA proficiency target (3) • We had similar results in writing • We had a high level of students who were reading and writing above the proficiency target 	<ul style="list-style-type: none"> • Most of the students that were proficient at the end of kindergarten were also proficient at the end of first grade on the DRA • 65%of students were proficient /advanced in reading as measured by DRA • 45 students (43%) were advanced on DRA in spring 2010 	<ul style="list-style-type: none"> • 96% of 2010/2011 3rd grade scored partially proficient or above on CSAP • 70 above grade level 2nd graders for 2011/2012 as measured by Spring DRA
Third Grade	Fourth Grade	Fifth Grade
Patterns to celebrate (trending positively, that we wish to address:	Patterns to celebrate (trending positively, that we wish to address:	Patterns to celebrate (trending positively, that we wish to address:
<ul style="list-style-type: none"> • Reading scores went up ten points from 73% in 2010 to 83% in 2011 • DRA-2 assessment scores showed a strong correlation with our CSAP reading scores. 79 out of 99 students made at least one year's growth 	<ul style="list-style-type: none"> • Advanced students made high growth(above 65 percentile) compared to previous year • Most students maintained proficiency level from the previous year 	<ul style="list-style-type: none"> • Small group reading instruction helped to show high growth for students • Median growth in writing was 57 • The sub-contents of paragraph writing

<ul style="list-style-type: none"> • 7 out of 13 of non-English speakers made more than a year's growth (DRA). • 100% of our TAG students were proficient or above • 74 out of 99 students were proficient or above in math on CSAP. 43 of 99 students were advanced or 43% • Over 95% TAG students were advanced in math. The Galileo assessments were a good indicator of math CSAP proficiency for those students who could read independently. • In writing, our proficient or above scores went up from 49% in 2010 to 58% proficient and above in 2011. 	<ul style="list-style-type: none"> • Several individual students had 70 percentile growth or more in each of the subject areas 	<p>and grammar and usage were strengths</p> <ul style="list-style-type: none"> • In math, median growth was 57 and the district was only 55, grew more than the district average • In writing, went from 60% prof or adv last year to 73% prof or adv this year, up 13% • In reading, went from 74% prof or adv last year to 83% prof or adv this year, up 9%
<p>Practices or behaviors that led to this success? Evidence we have that these practices led to this success?</p>	<p>Practices or behaviors that led to this success? Evidence we have that these practices led to this success?</p>	<p>Practices or behaviors that led to this success? Evidence we have that these practices led to this success?</p>
<p><u>KINDERGARTEN</u></p> <ul style="list-style-type: none"> • More time for independent, individualized reading time • Flexible grouping • More kids stayed in our classrooms rather than floating from room to room 	<p><u>FIRST GRADE</u></p> <ul style="list-style-type: none"> • Differentiated instruction • Everyday Reader Bags (Reading at home) • Implementation of research driven practices • Progress monitoring using DRA, running records, and Word Analysis tasks • Individual goal setting 	<p><u>SECOND GRADE</u></p> <ul style="list-style-type: none"> • Goal setting in reading for individual students • CAFÉ and Daily 5 implemented in grade level teaching
<p><u>THIRD GRADE</u></p> <p>Individual and group conferences led to improved success in writing. Modeled writing and sharing our writing (meta-cognition) also led to improved success. We used "tried and true" resources (i.e. Ralph Fletcher) for a writer's workshop structure. Processing about students' thinking involving the connection between reading and writing helped improve writing. Students practiced the "test writing" genre of responding to a specific topic in a certain number minutes as well as planning their writing was helpful. Authentic writing opportunities also contributed to writing success. More staff/resources involved in our reading and math rotations and being able to teach to specific needs contributed to reading and math success. We started our math and reading groups fairly quickly at the start of the 2010-2011 school year. Doing Reader's Theatre on a regular basis helped improve oral reading fluency. Groups focused on the structure of summarizing their reading as well as the structures of text. Formative assessments (Galileo, etc.), smaller class sizes for less proficient students, targeted instruction, homework expectations, and warm-ups that spiraled back over past lessons all helped with math achievement. TAG students finished the third grade standards by December 2010.</p>	<p><u>FOURTH GRADE</u></p> <ul style="list-style-type: none"> • Focused on doing individual conferences/work with students in order to meet their needs • Communicated with parents • Set and revisited goals throughout the year with students and parents • Worked with the TAG teacher to challenge and engage advanced students 	<p><u>FIFTH GRADE</u></p> <ul style="list-style-type: none"> • Used interventionists and classroom teachers to have small groups and had students at or above grade level with larger groups • Skills rotations (dictionary, paragraph structures) • Co-teaching structure with use of part-time literacy teacher to allow additional conferencing with students • Half day team plan time once a month to plan instruction • Writing to prompts type of homework assignments

Kindergarten	First Grade	Second Grade
Performance Challenge Patterns in the Data that are Trending Negatively or Undesirable, that We Wish to Address:	Performance Challenge Patterns in the Data that are Trending Negatively or Undesirable, that We Wish to Address:	Performance Challenge Patterns in the Data that are Trending Negatively or Undesirable, that We Wish to Address:
<ul style="list-style-type: none"> About 50% of the students receiving meal assistance met the reading / writing target. That is significantly lower than the percentage of students not receiving meal assistance. 	<ul style="list-style-type: none"> 28% of students in both kindergarten and 1st were not proficient in reading standards 	<ul style="list-style-type: none"> 42 ILP's going into 3rd grade 26 of 32 ILP's going into 3rd grade made less than a year's growth 49 students going into 3rd grade made less than a year's growth Kids looking forward to coming to school decreased significantly (87%-53%) from 2010-2011 (student climate survey)
The high leverage problem (Root Cause) with instructional practice that is <u>within our control</u> and contributing to or causing the pattern in our data is:	The high leverage problem (Root Cause) with instructional practice that is <u>within our control</u> and contributing to or causing the pattern in our data is:	The high leverage problem (Root Cause) with instructional practice that is <u>within our control</u> and contributing to or causing the pattern in our data is:
<ul style="list-style-type: none"> Limited oral language experiences and varied expectations prior to K creates extremes in classrooms 	<ul style="list-style-type: none"> Our classroom schedule and intervention schedule did not allow for students (not meeting reading proficiency) to receive supplemental (double-dip) instruction in a small group or one-on-one. 	<ul style="list-style-type: none"> Trending of ESL & ILP students scoring low on CSAP/DRA2 12 current ILP students have been on an ILP for more than 2 years Lots of movement and regrouping
Third Grade	Fourth Grade	Fifth Grade
Performance Challenge Patterns in the Data that are Trending Negatively or Undesirable, that We Wish to Address:	Performance Challenge Patterns in the Data that are Trending Negatively or Undesirable, that We Wish to Address:	Performance Challenge Patterns in the Data that are Trending Negatively or Undesirable, that We Wish to Address:
<ul style="list-style-type: none"> Writing data as a school continues to be lower than other areas In 2011 we had more proficient than partially proficient scores, but we had fewer advanced scores than in 2010. 	<ul style="list-style-type: none"> Female proficient and above was 13 points less than male for math Meal assistance was only 29% proficient and advanced for math Meal assistance 38% proficient and advanced for reading Meal assistance 48% proficient and advanced for writing Overall median growth for reading and writing was lower than expected Combined proficient/advanced Reading: 66 Writing: 56 Math: 60% Paragraph writing and writing for a variety of purposes were our lowest areas in writing 	<ul style="list-style-type: none"> In writing, need to continue to work hard on conventions and more time spent on skills in isolation. In math, had low computation scores and built a unit around basic computation after CSAP testing and plan to repeat this early in the year this year. In reading, did not do well in non-fiction and will need to spend more time on specific strategies for non-fiction reading comprehension

Third Grade	Fourth Grade	Fifth Grade
<p>The high leverage problem (Root Cause) with instructional practice that is <u>within our control</u> and contributing to or causing the pattern in our data is:</p> <ul style="list-style-type: none"> • Language usage and modeling appropriate language. • Doing more writing in content areas as well as requiring high quality writing across the curriculum is something we can control. Not using so many photo-copied sheets and requiring more writing in science, social studies, and math. • More fine motor activities could also be a way to improve student performance. • Each week the students could choose one piece of their work to be posted on a display area. The piece they choose needs to be “display worthy” so this would encourage more quality work during the week. 	<p>The high leverage problem (Root Cause) with instructional practice that is <u>within our control</u> and contributing to or causing the pattern in our data is:</p> <ul style="list-style-type: none"> • Did not look at writing data together as effectively as we could have. • Rarely planned for writing instruction together as a team. • Need to use pre and post assessments in math to regroup students based on units 	<p>The high leverage problem (Root Cause) with instructional practice that is <u>within our control</u> and contributing to or causing the pattern in our data is:</p> <ul style="list-style-type: none"> • Reading - did not spend enough time providing instruction on specific strategies for non-fiction reading comprehension. • Writing-need to spend more time providing skills in isolation instruction with conventions • Math – Computation scores were not where thought they would be and want to do the rotation based on computation skills early in the year. • Need to look at the effect of switching classes is beneficial for all students (some may need to stay with one teacher) in other words, for some kids did flexible grouping not work because the affective piece was not the priority over the academic level • Of these three causes. want to focus on writing.

*Develop a classroom theory of action (**major improvement strategy**) for how you will go about solving the high leverage problem (**root cause**) that you have elected to work on. Identify research or evidence-based practices and strategies that will leverage the most improvement.*

Grade Level	Proposed Classroom Strategy	Consequences/Benefits	Results (Explain/identify the research or evidence base why this will work.)
	If we do this, (Describe in detail)	Then “X” will happen	Which will result in...
Kindergarten	If we increase exposure of students receiving meal assistance to early literacy activities,	then, students will be more prepared for literacy instruction,	which will result in a higher achievement of proficiency amongst those students.
First Grade	If we arrange our schedule to allow for flexible/supplemental intervention (double-dip) based on student data	Then students will have more instructional time (small group or one-on-one)	Higher number of students meeting end of the year proficiency (DRA 16)

	If we do this, (Describe in detail)	Then “X” will happen	Which will result in...
Second Grade	If we examine our literacy block, how we differentiate instruction and determine instructional groups for our students who are struggling	Then students will be pulled out from class less, will receive differentiated instruction from classroom teachers and will have exposure and assessment to grade level curriculum	Which will result in less transitions and fragmentation for students, a positive grade level culture and increased achievement
Third Grade	<p>Students have opportunity to write in the content areas as well as Literacy Block each day.</p> <p>Provide opportunities for students to display their work and publish their work on a regular basis</p> <p>Read Richard Lavoie’s book about Motivating students and conduct a survey of parents to discern what each child responds to as a motivator</p>	<p>Students will be able to work at the level and pace that matches their reading and writing level. Students who need support will be able to receive Tier I and Tier II intervention during this block. TAG students will be able to move at a faster pace.</p> <p>Students will start to reflect on their own work as a matter of course, and begin to understand what they can control and work on to improve.</p> <p>Students will be able to share with a wider audience, giving writing an authentic purpose other than the learning itself.</p>	<p>Students will work at a pace that works for them and will lead to higher achievement as a result.</p> <p>Improved quality of sentence content and descriptive details of written responses in all forms, across the curriculum.</p> <p>Better conferences with students around quality of work and final outcomes for writing and written responses in reading and other curriculum areas.</p>
Fourth Grade	Look at ongoing writing samples together as a team	We can collaboratively design strategy lessons to target student need	Increased writing abilities and skills as demonstrated on classroom, district and state assessments.
Fifth Grade	Target specific skills in writing periodically based on the writing assessments	Students will receive more needs-based instruction that is individualized	Higher writing achievement

Section IV: Action Plan(s)

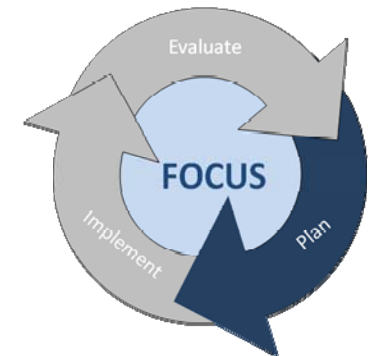
This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Goals Form below. Then you will move into action planning, which should be captured in the Action 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	The percentage of 4 th grade student scoring proficient or advanced in 2010 was 66% which is a decrease in previous year's results. In 2010, we had 41 more students in 3 rd -5 th grade than in any previous years.	By the end of the year, 82% of elementary students will score proficient or advanced on the reading CSAP (intermediate). 80% of K-2 student at Lafayette will meet the end of year district reading target as measured by DRA (primary).	By the end of the year, 87% of elementary students will score proficient or advanced on the reading CSAP (intermediate). % of student at Lafayette will meet the end of year district reading target (primary and intermediate).	Curriculum Based Measures (CBMs) DRA 9/11, 2/12, 5/12	#1: Assessment and Progress Monitoring <i>Standards Based Teaching/Learning Cycle:</i> How do we know that students have learned? #3: Writing Across Content Areas
		M	The percentage of 4 th grade student scoring proficient or advanced in 2010 was 60% which is a decrease in previous year's results. In 2010, we had 41 more students in 3 rd -5 th grade than in any previous years.	By the end of the year 75% of elementary students will score proficient or advanced on the mathematics CSAP.	By the end of the year, 80% of elementary students will score proficient or advanced on the mathematics CSAP.	Curriculum Based Measures including pre and post assessments for units Galileo 8/11, 11/11, 12/11, 4/12, 5/12 BVSD K-2 Assessments throughout school year	#1: Assessment and Progress Monitoring <i>Standards Based Teaching/Learning Cycle:</i> How do we know that students have learned? #3: Writing Across Content Areas
		W	The percentage of 4 th grade student scoring proficient or advanced in 2010 was 66% which is a decrease in previous year's results.	By the end of the year, 68% of elementary students will score proficient or advanced on the writing CSAP.	By the end of the year, 73% of elementary students will score proficient or advanced on the writing CSAP.	Lafayette Writing Assessments completed three times: 8/15/11-8/26/11 12/5/11-12/16/11 4/30/12-5/11/12	#1: Assessment and Progress Monitoring #3: Writing Across Content Areas

	AYP (Overall and for each disaggregated groups)	S	27% of our students who qualify for meal assistance scored proficient or advanced on the Science CSAP.	By the end of the year, 67% of elementary students will score proficient or advanced on the science CSAP.	By the end of the year, 72% of elementary students will score proficient or advanced on the science CSAP.	Pre and post assessments in Science based	#3: Writing Across Content Areas
		R	The following groups of students did not make AYP in the area of performance: Meal Assistance and Students with Disabilities	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 scoring unsatisfactory.	There will be an additional 10% reduction in the percentage of students scoring unsatisfactory.	Curriculum Based Measures (CBMs) DRA 9/11, 2/12, 5/12	#2: Instructional groups and instructional model <i>Standards Based Teaching/Learning Cycle:</i> What do we do when students don't learn or reach proficiency before expectation?
		M	The following groups of students did not make AYP in the area of performance: Hispanic, Meal Assistance and Students with Disabilities	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.	Curriculum Based Measures including pre and post assessments for units Galileo 8/11, 11/11, 12/11, 4/12, 5/12 BVSD K-2 Assessments throughout school year	#2: Instructional groups and instructional model <i>Standards Based Teaching/Learning Cycle:</i> What do we do when students don't learn or reach proficiency before expectation?
Academic Growth	Median Student Growth Percentile	R	4 th Grade Median Growth decreased in 2010.	By the end of the year, the overall median percentile growth in reading for Lafayette Elementary students will be at the 52nd percentile as measured by reading CSAP.	By the end of the year, the overall median percentile growth in reading for Lafayette Elementary students will be at the 57th percentile as measured by reading CSAP.	Curriculum Based Measures (CBMs) DRA 9/11, 2/12, 5/12	Improvement Strategies 1, 2, and 3

		M	Overall, we only increased the median percentile growth by 1. We went from the 48 th to 49 th percentile.	By the end of the year, the overall median percentile growth in math for Lafayette Elementary students will be at the 54th percentile as measured by the math CSAP.	By the end of the year, the overall median percentile growth in math for Lafayette Elementary students will be at the 59th percentile as measured by the math CSAP.	Curriculum Based Measures including pre and post assessments for units Galileo 8/11, 11/11, 12/11, 4/12, 5/12 BVSD K-2 Assessments throughout school year	Improvement Strategies 1, 2, and 3
		W	Fourth grade median percentile growth decreased from 2010 to 2011.	By the end of the year, the overall median percentile growth in writing for Lafayette Elementary students will be at the 55th percentile as measured by the writing CSAP.	By the end of the year, the overall median percentile growth in writing for Lafayette Elementary students will be at the 60th percentile as measured by the writing CSAP.	Lafayette Writing Assessments completed three times: 8/15/11-8/26/11 12/5/11-12/16/11 4/30/12-5/11/12	Improvement Strategies 1, 2, and 3
Academic Growth Gaps	Median Student Growth Percentile	R	In 2010, median percentile growth was lowest for students who receive meal assistance and for students with disabilities.	By the end of the year, the overall median percentile growth in reading for Lafayette Elementary students receiving meal assistance will be at the 46th percentile as measured by the reading CSAP. The median percentile growth for students with disabilities will increase by 10 percentile points.	By the end of the year, the overall median percentile growth in reading for Lafayette Elementary students receiving meal assistance will be at the 52nd percentile as measured by the reading CSAP. The median percentile growth for students with disabilities will increase by 10 percentile points.	Curriculum Based Measures (CBMs) DRA 9/11, 2/12. 5/12	#2: Instructional groups and instructional model <i>Standards Based Teaching/Learning Cycle:</i> What do we do when students don't learn or reach proficiency before expectation?
		M	In 2010, median percentile growth was lowest for our students who receive	By the end of the year, the overall median percentile growth in math for Lafayette Elementary	By the end of the year, the overall median percentile growth in math for Lafayette Elementary students in the	Curriculum Based Measures including pre and post assessments for units	#2: Instructional groups and instructional model <i>Standards Based Teaching/Learning Cycle:</i>

			meal assistance, our Hispanic, ELL or are a student with a disability.	students in the following subgroups (Hispanic, ELL, meal assistance and students with disabilities) will increase by 5 percentile points as measured by the mathematics CSAP.	following subgroups (Hispanic, ELL, meal assistance and students with disabilities) will increase by 5 more percentile points as measured by the mathematics CSAP.	Galileo 8/11, 11/11, 12/11, 4/12, 5/12 BVSD K-2 Assessments throughout school year	What do we do when students don't learn or reach proficiency before expectation?
		W	In 2010, median percentile growth was lowest for students who receive meal assistance and for students with disabilities.	By the end of the year, the overall median percentile growth in writing for Lafayette Elementary students receiving meal assistance will be at the 48th percentile as measured by the reading CSAP. The median percentile growth for students with disabilities will increase by 10 percentile points.	By the end of the year, the overall median percentile growth in writing for Lafayette Elementary students receiving meal assistance will be at the 54th percentile as measured by the reading CSAP. The median percentile growth for students with disabilities will increase by 10 more percentile points.	Lafayette Writing Assessments completed three times: 8/15/11-8/26/11 12/5/11-12/16/11 4/30/12-5/11/12	#2: Instructional groups and instructional model <i>Standards Based Teaching/Learning Cycle:</i> What do we do when students don't learn or reach proficiency before expectation?
Post Secondary & Workforce Readiness	Graduation Rate	NA					
	Dropout Rate	NA					
	Mean ACT	NA					
School Climate	BVSD School Climate Survey	Our climate goal will focus on specific statements including: -I feel comfortable dealing with bullies. -Other students help if they see someone being bullied or picked on.	Positive student responses related to safety, harassment or bullying and adults at school (5 statements) will increase as measured by an increase of 10 percentage points on the Student Climate Survey.	Positive student responses related to safety, harassment or bullying and adults at school (5 statements) will increase as measured by an increase of 10 more percentage points on the Student Climate Survey.	K-5 Surveys two times prior to the Climate Survey in April for 3 rd -5 th grade students	Improvement Strategy #4: School Climate Goals	

		<p>-I have said hurtful things to another person at school.</p> <p>-Adults help if they see someone being bullied.</p> <p>-If I saw someone else bullying another student, I would tell an adult at school.</p>				
--	--	---	--	--	--	--

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: ASSESSMENT and PROGRESS MONITORING: Standards Based Teaching/Learning Cycle -How do we know that students have learned? We will work collaboratively to clarify how we know that students have learned and will progress monitor student learning in reading, writing and math. Progress monitoring for students who are below grade level will occur more frequently.

Root Cause(s) Addressed: Learning for all students will be monitored and data from common formative or summative assessments will help guide collaborative planning of instruction, assist with identifying who may need additional time or supports and who may need enrichment or extensions. Common team assessments will allow teachers to collaborate regarding essential benchmarks and instruction. This consistency will help our school ensure there is equity in student learning opportunities across our school and all students regardless of their teacher are provided instruction in a common core curriculum. The universal screening will ensure all students are being assessed on grade level standards and will address the achievement gap of subgroups that did not make AYP.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy: *School Plan under State Accountability*

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>UIP Progress Monitoring as Teams</u> Each team will complete a collaborative accountability form that will review data specific to their team/level, will develop a major improvement strategy to address the root cause, and determine a SMART goal with action steps to reach this goal. These forms will be updated and team data will be shared as a school to monitor progress of all students/teams.	August and September 2011 November February May	Licensed Staff and Administration	Collaborative Accountability Form with Notes Team and class data grids Curriculum maps with assessment plan	Updates will coincide with Unified Improvement Progress Report Due Date: November February May	Plans completed; updates on plans in progress
<u>Standards-Based Teaching Learning Cycle</u> Staff will assess themselves on the level of implementation continuum with a focus on assessment and determine actions needed to move on the continuum. All educators will understand the difference between	November to December	Licensed staff and administration	Standards Based Teaching/Learning Cycle guide from CDE Standards-based education transitional	This continuum will be used with staff who are on evaluation this year.	Not Begun

summative and formative assessment and will clearly articulate the measures used for each subject area.			dialogue level of implementation continuum		
<p>Establish and Follow a Progress Monitoring Schedule</p> <p>In addition to beginning of year data analysis, schoolwide data shared three times a year to discuss strengths of instruction and areas to improve in as a school based on results</p> <ol style="list-style-type: none"> 1. Math Screener Data 2. Writing Samples (2nd sample) 3. DRA Data Analysis 	September to May 2012	Principal Collaboration Design Team Members	Schedule will indicate when data will be discussed with teams/staff and next steps based on discussion.	Principal and Collaboration Design Team will verify that progress monitoring schedule is followed	In-progress
<p><u>Response to Intervention (RTI)</u></p> <p>Establish guidelines, criteria and exemplars for progress monitoring students who are part of the Response to Intervention (RTI) process.</p>	October to May 2011	RTI Committee Members and RTI Facilitator	BVSD RTI resources, CDE website and RTI Forms	Members of the RTI Committee will collaboratively create exemplars and will assist others with this process.	In progress
<p><u>Professional Learning Community Collaboration</u></p> <p>As a school, Assess the current reality of implementation and determine next steps on the three indicators from the Professional Learning Communities at Work Continuum: Learning is our Fundamental Purpose (Part 1) from Richard Dufour, Rebecca Dufour, Robert Eaker and Thomas Many.</p> <ol style="list-style-type: none"> 1. We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides; trends in student achievement; and expectations for next grade level. This collective inquiry will enable each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction. 2. We work with colleagues on our team to clarify the criteria by which we will judge the quality of student work, and we practice applying those 	Fall to Winter of 2011	Administration and Licensed Staff	<p><u>Learning by Doing: A Handbook for Professional Learning Communities at Work, 2nd Edition</u> by Rick Dufour, Rebecca Dufour, Robert Eaker and Thomas Many</p> <p>PLC Continuums</p>	This continuum will assist in determining our current reality related to these high yield PLC strategies. Based on the common language used, staff will be able to celebrate our areas of strength and determine next steps.	Not begun

criteria until we can do so consistently. We monitor the learning of each student's attainment of all essential outcomes on a timely basis through a series of frequent, team-developed common formative assessments that are aligned with high stakes assessments students will be required to take.					
--	--	--	--	--	--

* 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: INSTRUCTIONAL GROUPS and INSTRUCTIONAL MODEL: Standards Based Teaching/Learning Cycle-What do we do when students don't learn or reach proficiency before expectation? Through collaboration, examine and adjust our current structures, teacher schedules and literacy block in order to provide students with systemic interventions when they struggle and enrichment when they are proficient.

Root Cause(s) Addressed: Many variations of differentiation are required at our school due to the range of abilities and needs. Our students who qualify for free and reduced lunch, our second language learners and/or students who have a disability are not making the expected growth. Some possible reasons for this include: less practice, inconsistent communication, fragmentation of instructional day and multiple adults working with the students.

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

- School Plan under State Accountability

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)
<p><u>UIP Progress Monitoring as Teams</u> Each team has common language to explain their literacy block, math block, how they provide differentiation and supplemental supports to students.</p> <p>Teams have collective commitments around resources used and data driven conversations about students' needs as readers and writers.</p>	<p>August and September 2011</p> <p>November</p> <p>February</p> <p>May</p>	Licensed Staff and Administration	<p>Collaborative Accountability Form with Notes</p> <p>Team and class data grids</p> <p>Curriculum maps with assessment plan</p>	<p>Updates will coincide with Unified Improvement Progress Report Due Date:</p> <p>November</p> <p>February</p> <p>May</p>	Plans completed; updates on plans in progress
<p><u>Standards-Based Teaching Learning Cycle</u> Staff will assess themselves on the level of implementation continuum with a focus on instruction and determine actions needed to move on the continuum. All educators will focus on providing supplemental learning opportunities for students who are not reaching proficiency and/or who are performing above proficiency. Staff will determine professional development needed.</p>	November to December	Licensed staff and administration	<p>Standards Based Teaching/Learning Cycle guide from CDE</p> <p>Standards-based education transitional dialogue level of implementation continuum</p>	This continuum will be used with staff that are on evaluation this year.	Not Begun

<p><u>Professional Learning Community Collaboration</u> Assess, review and highlight culture and structure components of our school that are working for our school and identify areas to improve in.</p> <p>Discuss shared mission, shared vision, shared values and goals as a staff to determine a common vision statement and norms of behavior</p>	<p>August 2011</p> <p>August to December</p>	<p>Staff that attended Tointon Institute in Fall will lead</p>	<p>Tointon Institute Resources</p>	<p>Staff will identify the areas of culture and structure in our building that our sustaining student achievement and the areas we can grow in to increase achievement</p>	<p>Completed</p> <p>In-progress</p>
<p>As a school, Assess the current reality of implementation and determine next steps on the indicator from the Professional Learning Communities at Work Continuum: Learning is our Fundamental Purpose (Part II) from Richard Dufour, Rebecca Dufour, Robert Eaker and Thomas Many.</p> <p>1. We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty. Students who are proficient have access to enriched and extended learning opportunities.</p>	<p>August to November</p>	<p>Collaboration Design Team, All Staff and Administration</p>	<p><u>Learning by Doing: A Handbook for Professional Learning Communities at Work, 2nd Edition</u> by Rick Dufour, Rebecca Dufour, Robert Eaker and Thomas Many</p> <p>PLC Continuum</p>	<p>This continuum will assist in determining our current reality related to these high yield PLC strategies. Based on the common language used, staff will be able to celebrate our areas of strength and determine next steps.</p>	<p>Not Begun</p>
<p><u>Response to Intervention (RTI)</u> Explore instructional strategies to sustain motivation and increase focus for students who may struggle.</p>	<p>November to May 2011</p>	<p>Administration Design Salary Credit Book Study Class</p>	<p>Funds for professional books, DVD's and materials related to class focus</p>	<p>Staff who participate will have class assignments and progress checks based on course syllabus.</p>	<p>Not begun</p>
<p>Provide professional development on the Response to Intervention Process, Tiers of</p>	<p>October</p>	<p>Principal and RTI Committee</p>	<p>RTI Forms, Tiers of Instruction Video and</p>	<p>Staff will be able to clearly articulate the</p>	<p>In-process</p>

Instruction and Interventions			Circle of Interventions Chart	RTI process, Tiers of Instruction and interventions available at Lafayette	
Provide additional supports for homework, school work expectations and attendance to families and students in need	October to May 2011	Principal Registrar Community Liaisons Staff working before or after school	Minority Student Achievement Grant funds	Students who are invited to attend these additional sessions will show an increase in motivation and work completion.	In Progress

Major Improvement Strategy #3: WRITING ACROSS CONTENT AREAS

Writing will be integrated into all content areas to increase the amount of time students practice these skills and to ensure they are applied consistently.

Root Cause(s) Addressed: Students need to be able to provide written responses to questions in all content areas. By integrating writing into content areas, we will address the students who are currently scoring partially proficient and unsatisfactory in reading and math.

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

School Plan under State Accountability

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>UIP Progress Monitoring as Teams</u> Staff will administer a grade level writing sample at least three times a year. Teams will collaboratively score writing samples and will share exemplars Pre-K -5 th .	8/15/11-8/26/11 12/5/11-12/16/11 4/30/12-5/11/12	Classroom Teachers	Writing Prompts and Scoring guides	Rubrics Writing sample scores DRA2 Written sections	In-progress
<u>Standards-Based Teaching Learning Cycle</u> Develop a professional development plan and one salary credit class that will focus on best practices in literacy	November to May 2011	Administration	Funds for professional books, DVD's and materials related to class focus	Staff who participate will have class assignments and progress checks	Not begun

assessment and integrating writing across the content areas.				based on course syllabus.	
<u>Professional Learning Community Collaboration</u> Staff share research-based instructional strategies that have yielded desired results and student exemplars of how writing has been integrated into content areas are reviewed Pre-k through 5 th .	August to May 2011	Collaboration Design Team Members	Collaboration Time Schedule	The culture of the building will encourage staff to highlight strategies they have used to increase achievement and student learning for all subgroups.	In-progress

Major Improvement Strategy #4: SCHOOL CLIMATE GOAL

Major Improvement Strategy: Students will know how to respond to situations that feel like bullying; will feel comfortable to stand up against this type of behavior and prevent it from happening; and will feel safe to tell an adult and ask for help if support is needed.

Root Cause Addressed: Situations involving bullying behaviors can lead to students feeling unsafe, unhappy and disempowered at school. By focusing on these areas, we will increase positive responses on all Climate Survey questions.

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

School Plan under State Accountability

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)
Clarify language around situations and responses 1. What is bullying? What does it look and sound like? 2. Tattling vs. telling 3. Standing up vs. bullying back 4. Asking for help from an adult	November	PBS Climate Committee	Kaiser Assembly Program	Students and staff	In-progress
Continue to consistently implement PEACE PLACE, Class Meetings and PBS Expectations	August to May 2012	All Staff	Peace Place Posters Cougar Code, Playground Promises and Levels of Behavior charts	All classrooms have class meetings at least one time a week. All students and staff know PBS expectations and PEACE PLACE.	In-progress

Develop mid-year and spring surveys that will help monitor progress during the school year	November to May 2012	PBS Climate Committee	In-house surveys created by staff	Two Surveys administered to all grades prior to BVSD Climate Survey administration to monitor progress	Not begun
Determine key lessons for each classroom to deliver around topics and determine resources needed to support instruction	November to May 2012	PBS Climate Committee	Curriculum Materials chosen from Committee	Use of consistent lessons in classroom meetings and grade level discussions	Not begun
Include PBS celebrations and areas to improve in at each school spirit assembly	August to May 2012	PBS Climate Committee	Supply Budget School Banners	Assembly schedule and agendas clearly indicates key objectives for each event	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)