

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: 3110 District Name: JOHNSTOWN-MILLIKEN RE-5J School Code: 5896 School Name: MILLIKEN ELEMENTARY SCHOOL Official 2014 SPF: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	55.93%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	64.68%	-	-	
		W	53.52%	-	-	35.47%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	-	-	-	-	
		M	-	-	-	-	-	-	
		W	-	-	-	-	-	-	
ELP	30	-	-	35	-	-			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: -</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement	The school is approaching or has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

Section II: Improvement Plan Information

Additional Information about the School

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

Improvement Plan Information

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

State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

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

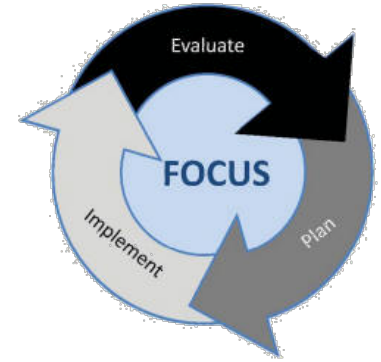
1	Name and Title	Tucker Willard
	Email	Tucker.Willard@weldre5j.k12.co.us
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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Data Narrative for School

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

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p>Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Narrative:
The School and Stakeholders:
 Milliken Elementary school (MES) is one of three (non-charter) elementary schools in the Weld RE5J Johnstown-Milliken School District and we have an enrollment of 542 students. We are a diverse school, with over forty-seven percent of our population representing minority groups. Fifty-four percent of our students participate in the Free and Reduced lunch program, while the percentage of families eligible is even higher. In spite of the poverty impacting so many of our students, we have a great degree of diversity social-economically among our students. We also have a high degree of student mobility. We currently 542 this year, but the number is continuously changing, greatly impacting our cohort achievement data. With our diverse population at MES, the staff takes great pride in striving to help students succeed and grow both emotionally and academically. Due to our student population, we are also a Title School. We have 1.5 FTE Title staff that serves our students’ needs specifically in literacy. The Title program has been beneficial to our students as it provides additional interventions and specific data that the whole staff can use to serve our students.

The school improvement planning committee has been created for the 2014 school year and was a collaborative effort amongst administration and K-5 teachers, parents and community. In order to get all pertinent parties on board we have had various meetings in the beginning of the year (September) to view last year's goals, results and to make suggestions or ideas for improvements for this year's plan. The MES UIP team used local and past years TCAP data to determine a root cause for Reading, Math, and Writing.

Review of Current Performance:

READING

Reading scores are substantially below the State in all three grade levels. Reading ranks in the 22nd percentile for P/A students.

3rd grade reading is only 4 percent lower for than the state average and 3 percent lower than the district.
4th and 5th grade are 20% lower than the state average for P/A in reading.

WRITING

Writing scores are flat and substantially below the state average. Writing ranks in the 19th percentile for P/A students.

Writing scores dropped in all three grade levels from 2012. 3rd grade 17%, 4th grade 5%, and 5th grade 14%

MATH

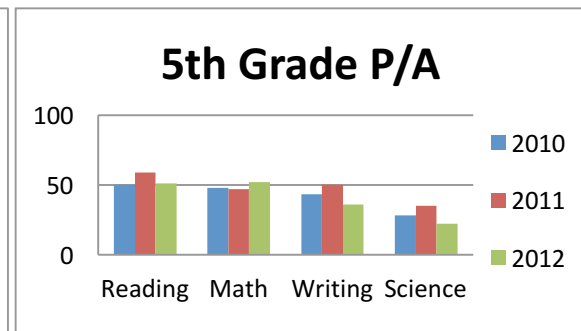
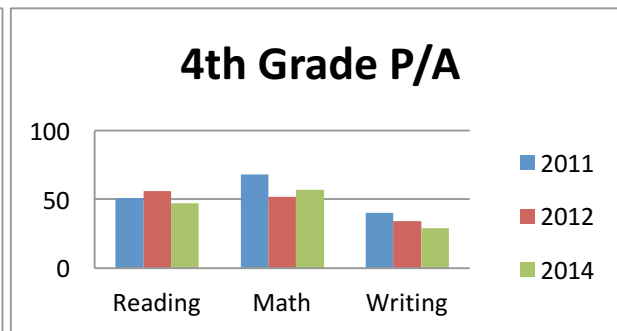
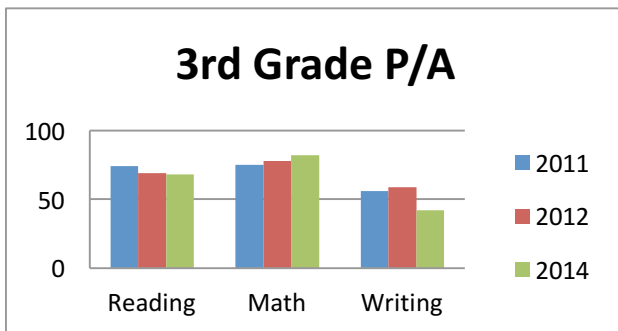
Our math scores rank in the 37th percentile when compared to the state.

3rd, 4th, and 5th grade all saw increases in math. 3rd grade math were higher in the state average for P/A.

Overall our targets were not met due to lack of rigorous and research based instruction in all content areas. Our gaps are due to gaps in the curriculum and lack of implementing programs with fidelity and a lack of training and collaborative planning. We lacked supplemental materials to fill gaps in the curriculum and to address the needs of ELL students.

TREND ANALYSIS

TCAP/CSAP was used in identifying performance trends. We looked and the three year SPF and previous TCAP data as well as local data to find trends, because the current data was not available.



*2014 Science CMAS

TREND STATEMENTS

- Reading achievement is flat and below expectation
- Math has had consistent growth since 2012 in all 3 grade levels.
- When looking at trend data of cohorts from 3rd to 4th to 5th grades, those students seem to be losing ground.
- On average only 60% of students are meeting standards in all the grade levels
- 3rd grade seems to be closing the gap, but the gap widens for 4th and 5th grade
- Since 2010 writing has shown a decrease overall.
- There is need for growth in writing in both paragraph writing and in mechanics.
- Science achievement is declining and well below the state expectation

PRIORITY PERFORMANCE CHALLENGES

- Academic Achievement
 - The number of students scoring P/A in reading on TCAP is 56% which is in the 22th percentile when compared to the state.
- Academic Achievement
 - The number of students scoring P/A in math on TCAP is 64% which is in the 37th percentile when compared to the state.
- Academic Growth
 - The Median Growth Percentile of reading, writing and math for minority students is well below what is expected from the state.

The data challenges determined through a review of the SPF (3 year) were presented to teachers and staff. 5 why protocol was used along with other discussions to determine root causes. A group sharing of the root causes led to further discussion and deeper understandings of the underlying issues in our results. The results of these issues are summarized by our root causes, which are identified below:

Root Cause	Verification of Root Cause
Failure to consistently analyze and review data to guide instruction	Data discussions Department/grade level meetings
Lack of dedicated curriculum for interventions (ELL, Minorities, SPED)	Data discussions Department/grade level meetings Informal and formal observations
Lack of rigorous instruction	Data discussions Department/grade level meetings Informal and formal observations Classroom walkthrough data
Limited collaboration and purposeful planning	Data discussions Department/grade level meetings

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators		Targets for 2013-14 school year (Targets set in last year’s plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R	2013-2014 GOAL: 68%	No @ 55.93	Met goal for math, because of focused instruction that met the growth gaps of students. Some areas are NA, because 2012-2013 scores were suppressed.
	W	2013-2014 GOAL: 49.1%	No @ 35.47	
	M	2013-2014 GOAL: 63.3%	Yes @ 64.68	
	S	2013-2014 GOAL: 43.3%	NA	
Academic Growth	R	Meets or exceeds AGP targets in reading	NA	
	W	Meets or exceeds AGP targets in writing	NA	
	M	Reduce the gap to 0 percentile points.	NA	
Academic Growth Gaps	R	Meets or exceeds AGP targets in reading	NA	
	W	Meets or exceeds AGP targets in writing	NA	
	M	Meets or exceeds AGP targets in math	NA	
Postsecondary & Workforce Readiness		NA	NA	
		NA	NA	

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Reading achievement is flat and below expectation Math has seen growth in all 3 levels. When looking at trend data of cohorts from 3 rd to 4 th to 5 th grades, those students seem to be losing ground. On average only 60% of students are meeting standards in all the grade levels	The number of students scoring P/A in reading on TCAP is 55.93% which is in the 22 nd percentile when compared to the state.	Failure to consistently analyze and review data to guide instruction Lack of rigorous instruction Limited collaboration and purposeful planning
Academic Growth	Since 2010 writing has show a slight decrease overall. There is need for growth in writing in both paragraph writing and in mechanics. Science achievement is declining and well below the state expectation	The (3 year) Median Growth Percentile for the Math TCAP is 36 which is considerably lower than the state average.	Failure to consistently analyze and review data to guide instruction Lack of rigorous instruction Limited collaboration and purposeful planning
Academic Growth Gaps	ELL students have increased 17 percentage points from 2007 in reading and 18 percentage points in math	The Median Growth Percentile of reading, writing and math for minority students is well below what is expected from the state.	Lack of dedicated curriculum for interventions (ELL, Minorities, SPED)

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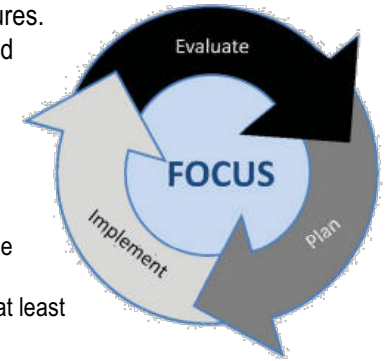
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	NA	NA	NA

Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	The number of students scoring P/A in reading on TCAP is 55.93% which is in the 22 nd percentile when compared to the state.	Meet (or exceed) state target for reading within five years. 2014-2015 GOAL: 61%	Meet (or exceed) state target for reading within five years. 2015-2016 GOAL: 68%	Star Reading (every six week assessments throughout the year – Beginning of August, October, December, February, April, End of year May) Percent proficient or advanced Dibels K-5 (three benchmarks in August, December, and May) Percent of students at benchmark	Implement rigorous student centered instruction with high expectations in all content areas Provide targeted interventions for students based on data indicators Create a school focus to analyze data and review data to guide instruction
		M	3 rd , 4 th , and 5 th grade all saw increases in math. 3 rd grade math were higher in the state average for P/A. The state expectation is 71% P/A, so we are 6 percentage points below state expectations.	Meet (or exceed) state target for math within five years. 2014-2015 GOAL: 65%	Meet (or exceed) state target for math within five years. 2015-2016 GOAL: 67%	Star Math (every six week assessments throughout the year – Beginning of August, October, December, February, April, End of year May)	Implement rigorous student centered instruction with high expectations in all content areas Provide targeted interventions for students based on data indicators Create a school focus to analyze data and review data to guide instruction
		W	Since 2010 writing has shown a decrease overall.	Meet (or exceed) state target for writing within five years.	Meet (or exceed) state target for writing within five years.	Common writing assessments for K-5 (Quarterly)	Implement rigorous student centered instruction with high

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			in writing. The state expectation is 54% P/A, so we are 19 percentage points below state expectations.	2014-2015 GOAL: 40%	2015-2016 GOAL: 45%	Jim Wrights CBM Rubrics (Quarterly)	expectations in all content areas Provide targeted interventions for students based on data indicators Create a school focus to analyze data and review data to guide instruction
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R		Meets or exceeds AGP targets in reading	Meets or exceeds AGP targets in reading	Star Reading (every six week assessments throughout the year – Beginning of August, October, December, February, April, End of year May) Percent proficient or advanced Dibels K-5 (three benchmarks in August, December, and May) Percent of students at benchmark	Implement rigorous student centered instruction with high expectations in all content areas Provide targeted interventions for students based on data indicators Create a school focus to analyze data and review data to guide instruction
		M		2013-2014 GOAL: Reduce the gap to 0.	2014-2015 GOAL: Reduce the gap to 0.	Star Math (every six week assessments throughout the year – Beginning of August, October, December, February, April, End of year May) Percent proficient or advanced Assessing Drops in a Bucket	Implement rigorous student centered instruction with high expectations in all content areas Provide targeted interventions for students based on data indicators

						every 4 th week.	Create a school focus to analyze data and review data to guide instruction
		W		Meets or exceeds AGP targets in reading	Meets or exceeds AGP targets in reading	Common writing assessments for K-5 (Quarterly) Jim Wrights CBM Rubrics (Quarterly)	Implement rigorous student centered instruction with high expectations in all content areas Provide targeted interventions for students based on data indicators Create a school focus to analyze data and review data to guide instruction
		ELP					
Academic Growth Gaps	Median Growth Percentile	R		Meets or exceeds AGP targets in reading	Meets or exceeds AGP targets in reading	Star Reading (every six week assessments throughout the year – Beginning of August, October, December, February, April, End of year May) Percent proficient or advanced Dibels K-5 (three benchmarks in August, December, and May) Percent of students at benchmark	Implement rigorous student centered instruction with high expectations in all content areas Provide targeted interventions for students based on data indicators Create a school focus to analyze data and review data to guide instruction
		M		Meets or exceeds AGP targets in math	Meets or exceeds AGP targets in math	Star Math (every six week assessments throughout the year – August, October,	Implement rigorous student centered instruction with high

						December, February, April, End of year May)	expectations in all content areas
						Percent proficient or advanced Assessing Drops in a Bucket every 4 th week.	Provide targeted interventions for students based on data indicators Create a school focus to analyze data and review data to guide instruction
		W	Meets or exceeds AGP targets in writing	Meets or exceeds AGP targets in writing		Common writing assessments for K-5 (Quarterly) Jim Wrights CBM Rubrics (Quarterly)	Implement rigorous student centered instruction with high expectations in all content areas Provide targeted interventions for students based on data indicators Create a school focus to analyze data and review data to guide instruction
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Implement rigorous student centered instruction with high expectations in all content areas

Root Cause(s) Addressed: Lack of rigorous instruction
 Failure to consistently analyze and review data to guide instruction
 Limited collaboration and purposeful planning

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Ensure that all classroom teachers be fully trained and on mClass and Alpine to review their classroom data.	August	August	Principal/ Teachers	General Funds	Principal walkthroughs and evaluations in the beginning/middle/end of the year.	In Progress
The school will host a literacy night during the year to involve parents in appropriate strategies to help their children become better readers. Provide examples of books and give out books.	Jan/Feb	Jan/Feb	Teachers, interventionist, principal	\$500 General Fund	100% teachers will participate in the event. Reading strategies will be posted on the Schools website for extra parent viewing.	In progress
Implement our STAR Reading assessment that helps correlate our state reading standards for our 3 rd , 4 th and 5 th grade students. Students will be	Every 6 Weeks	Every 6 Weeks	Media Center Teacher/ Classroom teachers.	\$4,174.70 General Funds	100% of teachers will be trained and implemented based on principal walkthroughs and evaluations.	In progress

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benchmarked in the beginning with two additional testing times. (This assessment allows teachers to understand which standards our targeted students are struggling or excelling in.)				Principal will evaluate data every six weeks.	
Research and possibly implement the high quality strategies in the researched based SIOP model for instruction.	March 2015		Teachers, and Principal	Teachers and Principal will research the SIOP model	In progress
Rigorous courses are developed in the master schedule and are implemented using data			Staff Administration GT coordinator	General Fund Summer 2014 teachers will meet with district curriculum committees to discuss instructional changes	In progress
Implementation of research based instructional strategies in all content areas (including ELL, SPED and Title)			Teachers Administrators Interventionists Title I ELL SPED teachers	General Fund PD opportunities Training By the end of 2014, all students will have received professional development to support research based instructional strategies in the classroom.	

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

Major Improvement Strategy #2: Provide targeted interventions for students based on data indicators

Root Cause(s) Addressed: Lack of targeted interventions for students based on data indicators

Failure to consistently analyze and review data to guide instruction

Lack of dedicated curriculum for interventions (ELL, Minorities, SPED)

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Classroom teachers will utilize benchmarking data to provide targeted differentiated interventions for all students and progress monitor students to show growth.	Monthly	Monthly	Teachers and interventionists	General Fund	95% of teachers will participate. Data will be shared with building administrator that is collected monthly.	In progress
Create a whole staff after school tutoring program twice a week for 30 min.(MAST) that is Standards TCAP based for targeted 4 th and 5 th grade math students who are unsatisfactory/partially proficient.	Nov-April	Nov-April	Teachers/Principal/Specialist	General Funds \$500	100% of the staff will participate in tutoring. Principal will use Star Math benchmark scores to assess targeted students for growth every six weeks.	In progress
Create a new MATH/Reading intervention that every student will have access to for one hour a week.	Sept		Math interventionist Reading interventionist	General fund	By September 2014, 100% of students will receive interventions based on their needs	
Find a research based curriculum for ESL	October		ESL teacher	General fund	By August 2014 all students in ESL will have a reading class that focuses on their needs.	

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

Major Improvement Strategy #3: Create a school focus to analyze data and review data to guide instruction

Root Cause(s) Addressed: Lack of rigorous instruction
 Failure to consistently analyze and review data to guide instruction
 Limited collaboration and purposeful planning

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Ensure that all classroom teachers be fully trained and on mClass and Alpine to review their classroom data.	Sept	Sept	Principal/Teachers	General Funds	Principal walkthroughs and evaluations in the beginning/middle/end of the year.	In Progress
Provide a school wide display of grade level rubrics and the students work throughout school.	Through the year		Principal and classroom teachers.		100% of 4th and 5th grade teachers are departmentalized. Each quarter the principal completes walkthroughs. Principal will meet with grade levels to discuss what types of writing and to have a variety quarterly.	In Progress
Create a vertical alignment with districts 4 th and 5 th grade curriculum writing teachers to meet and plan together lessons for targeted students.	Through the year		Principal, Departmentalization teacher for 4 th and 5 th grade		Principal will meet monthly to oversee curriculum is being aligned by state standards and district curriculum map. Departmentalization teachers must meet at least once a month to plan.	In progress
Teachers will meet with the principal	Monthly		Principal/Teachers	General Fund	Principal will meet with each	In progress

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to do "data discussions" for their classroom					teacher multiple times a semester to discuss data.	
Classroom teachers will utilize benchmarking writing and use common grade level rubrics to assess data and then to provide targeted differentiated interventions for all students. They will then progress monitor students to show growth.	Quarterly		Teachers and interventionists	General Fund	Data will be shared with building administrator that is collected monthly.	In progress
Classroom teachers will utilize benchmarking data to provide targeted differentiated interventions for all students and progress monitor students to show growth.	Quarterly		Teachers and interventionists	General Fund	95% of teachers will participate. Data will be shared with building administrator that is collected monthly.	In progress

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

Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)