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Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11

Organization Code: [0880]   District Name: [Denver County 1]   School Code: [0299]   School Name: McGlone Elementary

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available on School View (www.schoolview.org). The tables below have been pre-populated with data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 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, writing, math and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	27.5%	28.8%	Does Not Meet	
		Math	70.9%	70.1%	26.4%	29.2%	Does Not Meet	
		Writing	53.5%	54.8%	17.4%	14.7%	Does Not Meet	
		Science	47.5%	45.4%	11.1%	4.8%	Does Not Meet	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: [#]			Overall % of targets met by School: [%] **		Reading	[Yes/No]
							Math	[Yes/No]
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth: then median SGP is at or above 45		Median Adequate SGP	Median SGP				
		Reading	60	45/55	Median SGP: 50		Approaching	
		Math	76	45/55	Median SGP: 44		Approaching	

	If school did not meet adequate growth: then median SGP is at or above 55	Writing	77	45/55	Median SGP: 56	Meets

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

** To see your school's detailed AYP report (includes school results by content area, subgroup and school level), go to: www.schoolview.org/SchoolPerformance/index.asp

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

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Expectations Met?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups meeting adequate growth: median SGP is at or above 45 Subgroups not meeting adequate growth: median SGP is at or above 55	See your school's performance frameworks for listing of median adequate growth expectations for your school's subgroups, including free/reduced lunch eligible, minority students, and students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each subgroup.		Overall Rating for Growth Gaps: [Rating]
Post Secondary Readiness	Graduation Rate Expectation: 80% or above	80% or above				
	Dropout Rate Expectation: At or below State average	1-year	3-years	1-year	3-years	
		5.09%	5.74%	[%]	[%]	
	Mean ACT Composite Score Expectation: At or above State average	1-year	3-years	1-year	3-years	[Rating]
		19	20	[#]	[#]	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	[Plan Type]	[School must…]
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive	[School is identified for improvement/corrective	[School must…]

	years**	action]	

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		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	☐ Turnaround ☐ Restart ☐ Transformation ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded?	Yes. 2006
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Yes. Spring 2010
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	Candice Reese, Principal
	Email	candice_reese@dpsk12.org
	Phone	720 424-5662
	Mailing Address	4500 Crown Blvd. Denver, CO 80239
2	Name and Title	Teresa Berman, Assistant Principal
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	Phone	720 424-5664
	Mailing Address	4500 Crown Blvd. Denver, CO 80239

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate/monitor" portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.
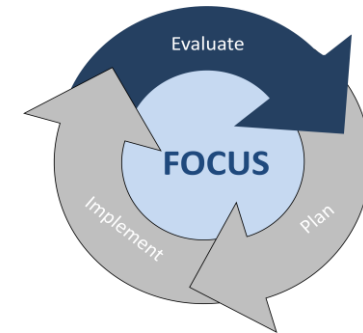
Step One: Gather and Organize Relevant Data
The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific reports and are highly encouraged to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in the next step.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on School View (www.schoolview.org/SchoolPerformance/ index.asp), including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), and (4) Post Secondary Readiness data.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
• Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency)	• School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates	• Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special Ed, ESL) • Extended day or summer programs	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs
With the data gathered in step one, the planning team should analyze and interpret what the data is suggesting. Each of the key performance indicators should be considered, including academic achievement, academic growth, academic growth gaps and post secondary readiness. The team should begin by identifying patterns or trends in the data. The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas and subgroups where the school needs to focus its attention. The team will

need to examine at least three years of data to conduct a more thorough trend analysis. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis
This step is focused on examining the underlying cause of the needs identified in step two. A cause is a "root cause" if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems. Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with other data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet
Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. However, it is not necessary to complete every cell in the chart – just the areas that will be highlighted in the narrative. Keep in mind that you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will then guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement Status	In looking at the continuously enrolled students the followed data was obtained for reading for students scoring proficient or above: 		**2008**	**2009**	**2010**
3rd-5th Reading	45%	55%	36% | Over time there has been consistent low growth in Reading within the school for all grades combined. | **All Grades Reading**	**2006**	**2007**	**2008**	**2009**	**2010**
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	33%	22%	27%	33%	25%		Consistent low performance in reading grades from 2006-2010, low performance ranging from 33%-25% with students who are at or above proficient	• Lack of a school-wide system to collect/analyze data to change instructional decisions in a timely manner • Not a clear understanding of what standards based instruction is which include backwards mapping lessons to meet the needs of students

According to 3 year performance comparison data by grade level in CSAP Reading of students scoring proficient or higher:

	2008			**2009**			**2010**		
	3	4	5	3	4	5	3	4	5
Reading	31%	23%	29%	36%	38%	25%	20%	27%	30%
Writing	19%	6%	10%	17%	10%	11%	4%	23%	20%
Math	22%	30%	30%	27%	50%	17%	15%	33%	23%

Academic Growth

	2008	**2009**	**2010**
Reading	52	48	50
Writing	41	44	56
Math	53	48	44

Median Growth Percentile

According to the 2010 CDE's SPF, McGlone's Median student growth percentile was 50, but according to the state we need to reach a 60 median growth percentile to make Median Adequate SGP.

The school is rated "Approaching" on growth in reading, writing, but not on math per 2010 District SPF. Per the school's academic status, academic growth is not sufficient to for students to achieve proficiency or above.

Lack of a school-wide system to collect/analyze and use data to make instructional decisions in a timely manner

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Academic Growth Gaps								Students in the following demographic groups (African American, ELL, Hispanic, free and reduced lunch, SpEd) demonstrate large gaps in reading and writing, from 2008 to 2010 as per the 2010 SPF Gaps Change Report.	• The emphasis has not been placed on instruction for meeting the needs of the minority groups. • The data emphasis has not been placed on progress monitoring student growth that will lead to closing the achievement gap
			2008		**2009**		**2010**		
	Focus Group	Gap	Gap Size	Gap	Gap Size	Gap	Gap Size		
	FRL	-47.52%	Large	-46.13%	Large	-42.34%	Large		
	ELL	-28.08%	Large	-34.89%	Large	-43.41%	Large		
	SPED	-56.64%	Large	-50.18%	Large	-54.67%	Large		
	African American	-56.48%	Large	-55.76%	Large	-64.82%	Large		
	Hispanic	-52.11%	Large	-44.66%	Large	-46.36%	Large		
Post Secondary Readiness									

Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is my school trending positively? On which performance indicators is my school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender?	⇒	**Root Cause Analysis:** Why do you think this is?	⇒	**Verification of Root Cause:** What evidence do you have for your conclusions?

Narrative:

Trend and Priority Needs

We considered 3 years data related to academic performance trends.

Growth Summary Over a 3-year period, McGlone Elementary School is trending negatively in Reading-- 3rd Grade (31%, 36%, 20%) 4th Grade (23%, 38% 27%) and 5th Grade (29%, 25%, 30%). Of our 3rd-5th grade African American students, 90% are performing at the partially proficient and unsatisfactory levels (31students). Of our 3rd-5th grade Hispanic/Latino students, 69% are performing at the partially proficient and unsatisfactory levels (150 students). Fifth grade CSAP scores showed a slight 5% increase last year. In 2010, McGlone had three 4th and 5th grade teachers whose CSAP scores exceeded CSAP expectations. The Spring Expedited CDE review justifies declining assessment scores are from: school-wide concern related to transitioning students from Spanish to English instruction; Staff is not using a common data analysis process or dialogue process to review and analyze data; Data is not regularly disaggregates beyond grade level, content area, and major standards; Data is collected, but teachers do not articulate how the data is used to impact instruction; Lessons plans are activity based rather than learning focused; Library collection appears minimal and not diverse or current. McGlone's root cause for declining assessment scores is lack of a school-wide system for collecting/analyzing data and lack of understand of standards based instruction.

Verification of Root Cause

In the Spring of 2010, the Colorado Department of Education conducted an Expedited Diagnostic Review; Evidence that we have that supports our conclusions comes from the Expedited Diagnostic Review document. This review was shared with the faculty, parents, and CSC. In the CDE review, the team members stated:

• Teachers are not yet using a common data analysis or data dialogue process to make meaning of data.
• With few exceptions, data do not seem to be regularly disaggregated beyond grade level, content area, and major standards.
• Teachers have student achievement goals, but few teachers could address specific achievement gaps they were working to close.

• Formative assessment data are collected, but teachers did not consistently articulate how the data impact and refocus their instruction.
• Teachers and leaders are aware of the importance of using data to help guide planning and instruction. However, there is not a consistent cycle of analyzing data, setting goals, implementing instructional changes, and monitoring results.
• Lesson plans (at least those written for substitutes), are activity-based rather than learning-focused.

Reading CSAP

CSAP Percentage of Students Scoring Proficient or Above

Grade	2008			2009			2010		
	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th
Reading	31%	23%	29%	36%	38%	25%	20%	27%	30%
Writing	19%	6%	10%	17%	10%	11%	4%	23%	20%
Math	22%	30%	30%	27%	50%	17%	15%	33%	23%

Status Summary: Over a 3-year period McGlone's test scores continue to be stagnant and low. Status for 3rd grade reading was 31%, 36% and 20% of students scoring proficient or above from 2008-2010. Status for 4th grade reading was 23%, 10% and 23% of students scoring proficient or above from 2008-2010. Status for 5th grade reading was 29%, 25% and 30% of students scoring proficient or above from 2008-2010.

Reading

	2008	2009	2010	2008	2009	2010	2008	2009	2010
	School			District			State		
Median Growth Percentile									
Total	54	48	50	51	50	53	50	50	50
Grade 4	52	79	72	46	45	50	50	50	50
Grade 5	55	39	35	55	54	55	50	50	50
Minority/Non	52 / -	48 / -	50 / -	48 / 59	49 / 56	51 / 58	47 / 52	48 / 52	47 / 52
FRL/Non	55 / -	49 / -	56 / 41	48 / 58	48 / 54	51 / 55	46 / 53	46 / 53	46 / 53
IEP/Non	- / 57	- / 54	- / 55	38 / 53	39 / 52	42 / 54	40 / 51	41 / 51	39 / 51
ELL/Non	57 / 48	49 / 44	51 / 42	53 / 49	51 / 49	55 / 51	50 / 50	50 / 50	50 / 50
Girls/Boys	49 / 57	44 / 49	51 / 42	52 / 49	52 / 49	56 / 50	52 / 48	52 / 49	52 / 48
Percent Catching Up									
Total	36	33	30	33	31	36	38	36	40
Grade 4	41	56	53	30	27	35	37	36	39
Grade 5	31	20	6	35	34	37	38	37	40
Minority/Non	35 / -	34 / -	30 / -	32 / 43	30 / 39	36 / 41	34 / 44	33 / 41	37 / 44
FRL/Non	38 / -	33 / -	37 / -	31 / 42	30 / 38	36 / 38	33 / 45	32 / 43	36 / 46
IEP/Non	- / 41	- / 37	- / 38	15 / 38	16 / 36	16 / 42	22 / 43	21 / 41	22 / 46
ELL/Non	38 / -	34 / -	35 / 20	34 / 32	31 / 31	38 / 35	34 / 40	33 / 38	38 / 41
Girls/Boys	46 / 26	29 / 36	32 / 29	35 / 31	33 / 29	41 / 33	39 / 37	38 / 35	43 / 37
Percent Keeping Up									
Total	-	70	60	73	74	76	77	77	78
Grade 4	-	-	-	68	69	71	74	76	76
Grade 5	-	-	-	80	79	82	79	78	81
Minority/Non	- / -	72 / -	60 / -	67 / 85	68 / 84	72 / 85	68 / 80	70 / 80	71 / 81
FRL/Non	- / -	70 / -	54 / -	65 / 82	66 / 83	69 / 84	66 / 81	67 / 81	68 / 83
IEP/Non	- / -	- / 70	- / 60	64 / 74	63 / 74	65 / 77	59 / 77	59 / 78	57 / 79
ELL/Non	- / -	73 / -	61 / -	70 / 74	68 / 76	72 / 78	67 / 78	68 / 78	68 / 79
Girls/Boys	- / -	- / -	- / -	75 / 71	75 / 71	80 / 72	79 / 74	79 / 75	80 / 76
Percent Moving Up									
Total	-	23	14	20	20	20	22	21	21
Grade 4	-	-	-	17	19	19	21	23	21
Grade 5	-	-	-	24	21	22	23	20	22
Minority/Non	- / -	21 / -	14 / -	14 / 34	15 / 30	14 / 33	16 / 25	15 / 24	15 / 24
FRL/Non	- / -	26 / -	13 / -	12 / 30	13 / 29	13 / 29	14 / 25	13 / 25	13 / 26
IEP/Non	- / -	- / 23	- / 14	15 / 21	17 / 20	15 / 21	11 / 22	13 / 22	10 / 22
ELL/Non	- / -	19 / -	9 / -	15 / 23	14 / 22	14 / 23	14 / 23	13 / 22	13 / 22
Girls/Boys	- / -	- / -	- / -	22 / 19	22 / 18	22 / 19	24 / 20	23 / 20	23 / 20

Growth Summary

| Focus Group	2008		2009		2010	
	Gap	Gap Size	Gap	Gap Size	Gap	Gap Size
FRL	-47.52%	Large	-46.13%	Large	-42.34%	Large
ELL	-28.08%	Large	-34.89%	Large	-43.41%	Large
SPED	-56.64%	Large	-50.18%	Large	-54.67%	Large
African American	-56.48%	Large	-55.76%	Large	-64.82%	Large
Hispanic	-52.11%	Large	-44.66%	Large	-46.36%	Large

Academic Achievement Gap Analysis

Section IV: Action Plan(s)

This section focuses on the "evaluation" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

School Goals Worksheet
Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. 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/AYP/prof.asp#table. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet.
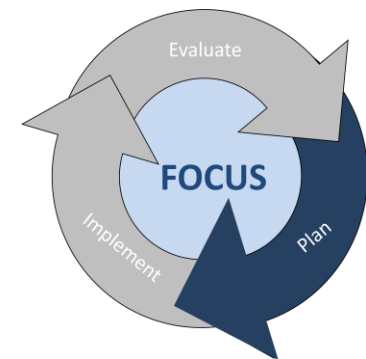
School Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Annual Targets		Interim Measures	Major Improvement Strategies
			2010-11	2011-12		
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura	R	30% A/P	35%A/P	Interim Assessments, Running Records, DIBELS, Comprehension Assessments, DRA Continuum (???) and Accelerated Reader (AR)	#1, 4, 5
		M				
		W				
		S				
	Overall AYP	R	94.23% students will be A/ P/PP per state target.	94.23% students will be A/ P/PP per state target.	Benchmark Data and Instructional Reading Levels and Accelerated Reader (AR)	#1, 4, 5
		M				
	AYP by Groups	R	Decrease gap by 5% for each racial group and/or make safe harbor for sub-groups: LEPs, ELLs and Hispanic/Latino. Increase the number of students at advanced levels on CSAP from 0% to 5%	Decrease gap by 5% for each racial group and/or make safe harbor for each sub-group: LEPs, ELLs and Hispanic/Latino. Increase the number of students at advanced levels on CSAP from 5% to 10%	Benchmark Data and Instructional Reading Levels and Accelerated Reader (AR)	#1, 4, 5
		M				
Academic Growth	Median Student	R	By the end of the 2010-2011 school	By the end of the 2011-2012 school	Benchmark Data and Instructional Reading Levels and Accelerated Reader (AR)	#1, 4, 5

	Growth Percentile		year, the median growth percentile will be 60.	year, the median growth percentile will be 65.		
		M				
		W				
Academic Growth Gaps	Median Student Growth Percentile	R	By the end of the 2010-2011 school year, the school will meet SPF growth expectation for students designated as ELL, FRLs eligible and Minority, the median growth percentile will increase by 10 points.	By the end of the 2010-2011 school year, the school will meet SPF growth expectation for students designated as ELL, FRLs eligible and Minority, the median growth percentile will increase by 5 points.	Benchmark Data and Instructional Reading Levels and Accelerated Reader (AR)	#1, 4, 5
		M				
		W				
Post Secondary & Workforce Readiness	Graduation Rate					
	Dropout Rate					
	Mean ACT					

Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then match it to a major improvement strategy(s). For each major improvement strategy (e.g., adjust reading approach) and the root cause(s) that the action will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action under Title I, action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. 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: Implement a school-wide system to collect data and change instructional decisions.

Root Cause(s) Addressed by the Major Improvement Strategy:

- Lack of a school-wide system to collect/analyze data to change instructional decisions in a timely manner

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☑School Plan under State Accountability.   ☑Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant.
☐ Amendments to a Title I school wide or targeted assistance plan.   ☐ School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Partner with Carmel Hill to implement Accelerated Reader	April 2010	✓ Carmel Hill ✓ Administration ✓ Teachers	$3500.00. (AR Grant)	• October 2010 students have access to "Just Right" books
Purchase leveled classroom and library books for McGlone Elementary	August-November	✓ Carmel Hill ✓ Administration ✓ Teachers	$3500.00 (AR Grant)	• October 2010 leveled books will be in classrooms and in the school library
McGlone teachers will administer the DRA2 assessment to all students to identify instructional reading levels • Teachers will improve inter-rater reliability using the DRA in order to provide accurate instructional levels for reading instruction. • Teachers will administer online Star Reading	August-September 2010	✓ Teachers ✓ Facilitator ✓ Teacher Effective Coach ✓ Building Administrators ✓ AR Consultant	None	• Mid September 2010 • Mid January 2011 • Mid May 2011

assessment to identify independent reading ranges • PD for collecting and analyzing AR data				
• PD on how to collect and analyze reading data • PD on how to use reading data to inform instructional practices	September 17th 2010	✓ Teacher Effective Coach ✓ Facilitator ✓ Building Administrators	None	• October 1, 2010-Ongoing
Implement of Reading Workshop Standards Based Lesson Planning Template in order to ensure effective teaching and learning.	August 16th 2010	✓ Building Administrators ✓ Teachers	None	• September 1, 2010-Ongoing
Building administrators will host Compelling Conversations to progress monitor student reading growth	• November • February • May	✓ Administrators ✓ Teachers ✓ 2 Guest Teachers	None	• Increase in instructional reading level

Major Improvement Strategy #2: Develop and implement a school-wide system for clarity and understanding of standards based instruction

Root Cause(s) Addressed by the Major Improvement Strategy:

• Not a clear understanding of what standards based instruction

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☒School Plan under State Accountability.   ☒Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant.
                    ☐ Amendments to a Title I school wide or targeted assistance plan.   ☐ School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
PD on the implementing the backward design to plan instruction • Pre-Assessment • Instruction • Assessment • Reflection of teaching practices • Re-teach and re-assess learning	January 2011	✓ Building Administrators ✓ Facilitator ✓ Teacher Effective Coach ✓ Pilot Teacher Group	Local	• Pilot Group Understand by Design (January) • Step A Process for Reading (January) • Learning Labs/Classroom Observations (February-April) • Instructional Rounds (February-April)
Unpack the standards based instruction	January	✓ Building	None	•

		Administrators ✓ Facilitator ✓ Teacher Effective Coach ✓ Pilot Teacher Group		
Teachers will attend Effective Teaching PD and implement effective guided reading practices in the classroom	September-October, 2010	✓ Teacher Effective Coach ✓ Facilitator ✓ Building Administrators	None	• October 1, 2010-Ongoing