

2011 TIERED INTERVENTION GRANT

PART I: COVER PAGE (Complete and attach as the first page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it with the application.)

Name of Lead Local Education Agency (LEA)/Organization: Adams County School District 50

Mailing Address: 7002 Raleigh Street, Westminster, CO 80030

District Turnaround Project Manager: Dr. Oliver Grenham

Mailing Address: 7002 Raleigh Street, Westminster, CO 80030

Telephone: 303.657.3813

E-mail: ogrenham@adams50.org

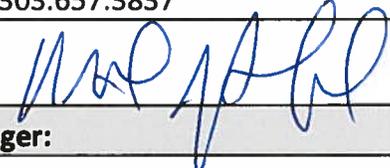
Signature: 

Program Contact Person (if different): Fairview – Michael Seefried

Mailing Address: 7002 Raleigh Street, Westminster, CO 80030

Telephone: 303.657.3837

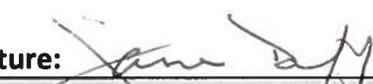
E-mail: mseefried@adams50.org

Signature: 

Fiscal Manager: Dr. James Duffy

Telephone: 720.542.5085

E-mail: jduffy@adams50.org

Signature: 

Region: Indicate the region(s) this proposal will directly impact

- Metro
 Pikes Peak
 North Central
 Northwest
 West Central
 Southwest
 Southeast
 Northeast

Total LEA Request: Indicate the total amount of funding you are requesting. Please note: An individual budget will be required for each school site totaling to the amount listed below.

Year 1	Year 2	Year 3	Total
\$ 402,406	\$ 400,000	\$ 400,000	\$ 1,202,406

Please note: If the grant is approved, funding will not awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.



2011 TIERED INTERVENTION GRANT

PART I: COVER PAGE (Complete and attach as the first page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it with the application.)

Name of Lead Local Education Agency (LEA)/Organization:	Adams County School District 50
--	--

Mailing Address: 7002 Raleigh Street, Westminster, CO 80030

District Turnaround Project Manager:	Dr. Oliver Grenham
---	---------------------------

Mailing Address: 7002 Raleigh Street, Westminster, CO 80030

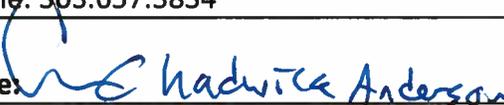
Telephone: 303.657.3813	E-mail: ogrenham@adams50.org
-------------------------	------------------------------

Signature: 

Program Contact Person (if different):	FM Day – Chadwick Anderson
---	-----------------------------------

Mailing Address: 7002 Raleigh Street, Westminster, CO 80030

Telephone: 303.657.3834	E-mail: canderson@adams50.org
-------------------------	-------------------------------

Signature: 

Fiscal Manager:	Dr. James Duffy
------------------------	------------------------

Telephone: 720.542.5085	E-mail: jduffy@adams50.org
-------------------------	----------------------------

Signature: 

Region: Indicate the region(s) this proposal will directly impact

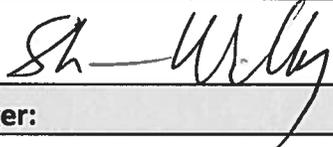
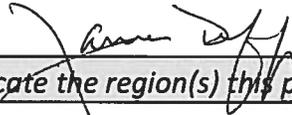
- Metro
 Pikes Peak
 North Central
 Northwest
 West Central
 Southwest
 Southeast
 Northeast

Total LEA Request: Indicate the total amount of funding you are requesting. Please note: An individual budget will be required for each school site totaling to the amount listed below.

Year 1	Year 2	Year 3	Total
\$400,762	\$331,968	\$331,968	\$1,064,698

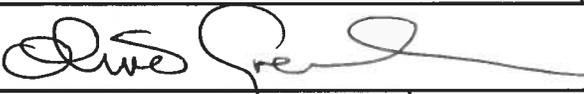
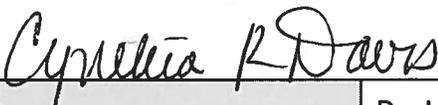
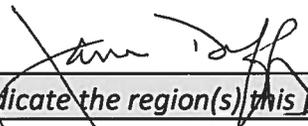
2011 TIERED INTERVENTION GRANT

PART I: COVER PAGE (Complete and attach as the first page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it with the application.)

Name of Lead Local Education Agency (LEA)/Organization:	Adams County School District 50		
Mailing Address: 7002 Raleigh Street, Westminster, CO 80030			
District Turnaround Project Manager:	Dr. Oliver Grenham		
Mailing Address: 7002 Raleigh Street, Westminster, CO 80030			
Telephone: 303.657.3813	E-mail: ogrenham@adams50.org		
Signature:			
Program Contact Person (if different):	Mesa Elementary – Shannon Willy		
Mailing Address: 7002 Raleigh Street, Westminster, CO 80030			
Telephone: 303.657.3855	E-mail: swilly@adams50.org		
Signature:			
Fiscal Manager:	Dr. James Duffy		
Telephone: 720.542.5085	E-mail: jduffy@adams50.org		
Signature:			
Region: Indicate the region(s) this proposal will directly impact			
<input checked="" type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Total LEA Request: Indicate the total amount of funding you are requesting. Please note: An individual budget will be required for each school site totaling to the amount listed below.			
Year 1	Year 2	Year 3	Total
\$459,038	\$418,398	\$408,398	\$1,285,834

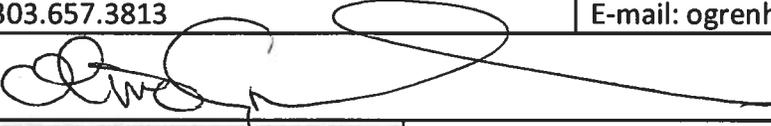
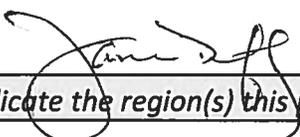
2011 TIERED INTERVENTION GRANT

PART I: COVER PAGE *(Complete and attach as the first page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it with the application.)*

Name of Lead Local Education Agency (LEA)/Organization:	Adams County School District 50		
Mailing Address: 7002 Raleigh Street, Westminster, CO 80030			
District Turnaround Project Manager:	Dr. Oliver Grenham		
Mailing Address: 7002 Raleigh Street, Westminster, CO 80030			
Telephone: 303.657.3813		E-mail: ogrenham@adams50.org	
Signature:			
Program Contact Person (if different):	Sherrelwood Elementary – Cindy Davis		
Mailing Address: 7002 Raleigh Street, Westminster, CO 80030			
Telephone: 303.657.3867		E-mail: cdavis@adams50.org	
Signature:			
Fiscal Manager:	Dr. James Duffy		
Telephone: 720.542.5085		E-mail: jduffy@adams50.org	
Signature:			
Region: <i>Indicate the region(s) this proposal will directly impact</i>			
<input checked="" type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Total LEA Request: <i>Indicate the total amount of funding you are requesting. Please note: An individual budget will be required for each school site totaling to the amount listed below.</i>			
Year 1	Year 2	Year 3	Total
\$442,312	\$402,656	\$402,656	\$1,247,624

2011 TIERED INTERVENTION GRANT

PART I: COVER PAGE *(Complete and attach as the first page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it with the application.)*

Name of Lead Local Education Agency (LEA)/Organization:	Adams County School District 50		
Mailing Address: 7002 Raleigh Street, Westminster, CO 80030			
District Turnaround Project Manager:	Dr. Oliver Grenham		
Mailing Address: 7002 Raleigh Street, Westminster, CO 80030			
Telephone: 303.657.3813	E-mail: ogrenham@adams50.org		
Signature:			
Program Contact Person (if different):	Westminster Elementary – Mathieu Aubuchon		
Mailing Address: 7002 Raleigh Street, Westminster, CO 80030			
Telephone: 303.657.3882	E-mail: maubuchon@adams50.org		
Signature:			
Fiscal Manager:	Dr. James Duffy		
Telephone: 720.542.5085	E-mail: jduffy@adams50.org		
Signature:			
Region: <i>Indicate the region(s) this proposal will directly impact</i>			
<input checked="" type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Total LEA Request: <i>Indicate the total amount of funding you are requesting. Please note: An individual budget will be required for each school site totaling to the amount listed below.</i>			
Year 1	Year 2	Year 3	Total
\$428,567	\$392,728	\$352,728	\$1,174,023

PART IA: SCHOOLS TO BE SERVED

Complete the following information with respect to the schools that will be served with a School Improvement Grant and attach as the second page of proposal.

Please provide the following information for each participating school (additional rows may be added), starting with Tier I schools:									
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY) Include requested amount per school				
					Turnaround	Restart	Closure	Transformation	
Fairview Elementary	080723001235	X							X
F.M Day Elementary	080723001236	X							X
Mesa Elementary	080723001242	X							X
Sherrelwood Elementary	080723001246	X							X
Westminster Elementary	080723001252	X							X

PART IB: LEA/School Information and Signature Page

(Complete and attach as the third page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it after page 3.)

District Signatures

District Name: Adams County School District 50

School Board President Signature: *Dr. Marilyn R. Jackson*

Superintendent Signature:

School Information

School #1 Name: Fairview Elementary

Principal Name: Michael Seefried

Telephone: 303.657.3837

E-mail: mseefried@adams50.org

Is currently receiving a School Improvement Grant funded through 1003(a) funds Yes No

Principal Signature: *[Signature]*

School #2 Name: FM Day Elementary

Principal Name: Chadwick Anderson

Telephone: 303.657.3834

E-mail: canderson@adams50.org

Is currently receiving a School Improvement Grant funded through 1003(a) funds Yes No

Principal Signature: *[Signature]* Chadwick Anderson

School #3 Name: Mesa Elementary

Principal Name: Shannon Willy

Telephone: 303.3657.3855

E-mail: swilly@adams50.org

Is currently receiving a School Improvement Grant funded through 1003(a) funds Yes No

Principal Signature: *[Signature]* Willy

School #4 Name: Sherrelwood Elementary

Principal Name: Cindy Davis

Telephone: 303.657.3867

E-mail: cdavis@adams50.org

Is currently receiving a School Improvement Grant funded through 1003(a) funds Yes No

Principal Signature:

Cynthia K Davis

School #6 Name: Westminster Elementary

Principal Name: Mathieu Aubuchon

Telephone: 303.657.3882

E-mail: maubuchon@adams50.org

Is currently receiving a School Improvement Grant funded through 1003(a) funds Yes No

Principal Signature:

Mat AU

PART IC: Certification and Assurance Form

(Complete and attach as the fourth and fifth pages of proposal)

The School Board President and Board-Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On August 17 , 2011 the Board of Adams County School District 50 hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools. In addition, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention Grant** agree to the following assurances:

Federal Assurances:

- To use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- To establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive School Improvement funds;
- That if the applicant implements a restart model in a Tier I or Tier II school, it will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- To report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements.

State Assurances:

- To provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant (e.g., CSAP by State Assigned Student IDs, school level non-performance data). The district will report to CDE, at least quarterly, the school level formative and summative assessment data required under section III of the final requirements;
- To align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing district funds for the purpose of sustaining the improvement work after federal funds expire;
- To commit to developing a plan that demonstrates how the district will increase overall student achievement in the identified schools and share that plan with CDE;
- To agree to an external review by a School Support Team and address the findings outlined in the School Support Team's report to collaboratively, with CDE, select the appropriate reform model based on the needs outlined in the report;

- To provide the leadership capacity to oversee the implementation of turnaround interventions;
- To provide a district level contact whose primary responsibility is the oversight and coordination of turnaround interventions in the schools;
- To participate in quarterly Professional Learning Communities focused on turning around schools;
- To monitor and evaluate the impact of all turnaround interventions;
- That by accepting grant funds, applicants agree to participate in the federal and state evaluation of Turnaround School Initiatives;
- To participate in networking time during each year of the grant cycle to discuss implementation issues and access technical assistance. In addition, there will be an orientation meeting for all approved applicants;
- To submit to CDE a UIP for each identified school updated as needed as a requirement for securing continued funding from year to year during the three-year term of this grant;
- Attainment of performance targets will be considered for continued funding.
- To develop a detailed budget for each school and submit a revised budget at least annually, as well as an annual financial report;
- To participate fully in on-site visits conducted by CDE to every funded Tier I, Tier II, or Tier III school during the grant cycle;
- To work collaboratively with CDE, as appropriate, in the selection of a strong school leader or partner, such as a Charter Management Organization (CMO), Education Management Organization (EMO) or other provider;
- Agree to work cooperatively with the CDE and provider(s), if applicable, in waiving district policies, procedures or practices that are deemed to be impediments to improvement, such as scheduling of the school day and year; staffing decisions; budgeting; and/or to obtain innovation school status for identified schools;
- Commit to engaging in significant mid-course corrections in the school if the data do not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation, such as replacing key staff, leadership or external providers;
- To maintain sole responsibility for the project even though subcontractors may be used to perform certain services; and
- To notify the community of the intent to submit an application and that any waiver request will be made available for public review prior to submission of the application.
- Funded sites will be expected to cooperate with CDE in the development and submission of certain reports to meet statutory requirements. All grantees must work with and provide requested data to CD for the Tiered Intervention Grant Program within the time frames specified.
- In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit.
- Budget revision(s), if applicable are to be submitted to CDE on a **quarterly** basis for review and subsequent approval.
- LEAs are required to submit Annual Financial Reports as part of their annual review with CDE. CDE will utilize the information as a measure of performance and leading indicator of performance in subsequent year(s).
- Fully participate in on-site reviews and monthly achievement calls conducted by CDE; and

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award with thirty (30) days notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Dr. Marilyn Flachman

Name of Board President


Signature of Board President

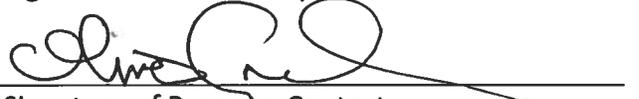
Dr. Pamela Swanson

Name of District Superintendent


Signature of District Superintendent

Dr. Oliver Grenham

Name of Program Contact


Signature of Program Contact

State Education Agency assurances – As a partner in the Tiered Intervention Grant, CDE agrees to provide the LEA with support and tools to foster successful implementation of the School Improvement Grant program. Specifically, CDE will:

- Provide the LEA with guidance about the specific types of changes and interventions each of the models require;
- Conduct School Support Team reviews in identified schools and/or provide the LEA with approved criteria for diagnostic reviews to be conducted by another entity;
- Provide the LEA with descriptions and examples of special district governance structures that will ensure necessary freedom and support for interventions in identified schools;
- Provide the LEA with a description of the changes in policy or practice that may be required to ensure necessary flexibility for dramatic improvement in identified schools;
- Provide the LEA with a model budget and/or set of principles to guide allocation of 1003(g) and other funds in support of dramatic improvement of achievement in the school(s); and
- Define a set of leading indicators and overall performance targets that the identified school(s) and external providers, if applicable, will be required to demonstrate during the course of the reform effort; and suggest interim performance targets that the LEA may use to hold school(s) and provider(s) accountable.

Part I: Proposal Introduction

EXECUTIVE SUMMARY

Adams County School District 50 (Adams 50) currently serves 10,049 learners in 19 schools. One of these schools is an Early Childhood Center another is a K-8 Charter School, 12 are elementary, three are middle and two are High Schools (with one of these being our Alternative High School). Over the last decade the district has experienced a 14% decline of learners enrolled. Seventy eight percent of the district's learners qualify for free or reduced lunch and 40% of the learners come to school with a primary language other than English. Although the most common second language is Spanish, twenty-five additional languages are spoken. The district employs a staff of 1,138. Six hundred nine are licensed teachers and 462 are educational support professionals.

The economic and demographic shifts of the past ten years have added new complex challenges that the district as a traditional educational system was ill-prepared to handle thus the district began first implementation of its authentic Standards-based System in the 2009-10 school year following two years of systemic planning. Our Standards-based System (SBS) was developed in partnership with the Re-Inventing Schools Coalition (RISC) and Dr. Robert Marzano after an extensive community engagement process. Currently beginning the third year of rollout, our Standards-based System (SBS) is being implemented in preschool through the second year of high school. (Appendix A: SBS History).

Our Standards-based System reform is framed upon the following core tenets:

- Learning is the constant, time is the variable.
- Student progression is based on proficiency tied to specific Learning Targets associated with Performance Levels in each of 10 content areas, not traditional grade levels.
- Proficiency, which is based on a body of evidence gathered over time, and then validated through an external assessment, refers to a specific skill or knowledge. In our Standards-based System these skills and knowledge are identified as Learning Targets.
- Mastery refers to the demonstration of proficiency of all Learning Targets in a particular Performance Level.
- Students progress at their individual pace, allowing for natural acceleration or interventions based on student strengths and needs. This proficiency-based progression makes it easier for students and teachers to use best instructional practices to naturally accelerate or remediate and support learning as needed.
- Completion of 14 Performance Levels in the core content areas is the equivalent of a rigorous high school education that successfully prepares all students for college, careers, and life after high school.

Part II: LEA COMMITMENT & CAPACITY

Adams County School District 50 is well positioned to implement, manage, and monitor the Tiered Intervention Grant opportunity. Our shared mission and vision are totally aligned to support our systemic educational reform of implementing an authentic Learner-centered, Standards-based System from preschool through graduation. The TIG opportunity will assist the five identified elementary schools to proceed with implementing Learner-centered practices (or mastery-based learning) at a deeper and faster rate while simultaneously building sustainable capacity and expertise amongst staff members. While leading out the implementation of our Learner-centered, Standards-based System reform for the past two years, several of our schools have also been supported by qualifying for School Improvement Grants (SIG's). Therefore, our leaders and staff are very accustomed to leading significant change and consequently have a high tolerance for ambiguity.

All of our district leadership, beginning with the Interim Superintendent, and including key members of the Interim Superintendent's Cabinet, have been involved with planning and implementing our systemic reform effort for the past five years, demonstrating stability and long-term commitment to the work of ensuring each student reaches proficiency and graduates from high school. Four of our five current TIG school principals have also been implementing our Learner-centered, Standards-based System model for the past two years. As a result of implementing our Learner-centered, Standards-based System, improvements in each school have been noted along the way with the most notable improvement in achievement occurring with the latest round of CSAP results especially at Fairview, FM Day and Mesa.

In the spring our Board of Education, led a community conversation concerning the district's shared vision and direction. The message from parents and the community was clear: Standards-based Education is the right direction for children, even if the reform isn't perfected yet and is in need of adjustment. This feedback supported the decision of choosing the Transformation Model of Intervention which best aligned with the district's reform efforts. We believe that it is the educational journey from preschool through graduation that needs to be "transformed" to ensure that every student is successful as they matriculate through the system. Fixing only a part of the system later fails students especially if only their preceding school was "transformed."

Each school community has also been informed about the TIG opportunity since last January. Teachers were provided information about each of the Intervention Models and the district's intention to pursue the Transformation Intervention Model in partnership with the Colorado Department of Education. This model most closely aligns with the shared vision and the core tenets of our Learner-centered, Standards-based System. Additionally, in recent years, the district has not been shy about remove ineffective leaders and teachers. School staff's have also had multiple conversations and discussions throughout the spring as planning grants were approved and/or Expedited Diagnostics Reviews were conducted and later debriefed.

School	EDR/SST Conducted	EDR/SST Staff Roll Out
--------	-------------------	------------------------

FM Day	SST: Spring 2008-09 EDR: December 9 – 11, 2009	Spring 2009 May 2010
Mesa	EDR: December 7 – 9, 2009 SST: September 13 – 17, 2010	August 23, 2010 October 29 & 30, 2010
Westminster	SST:	January 2010
Sherrelwood	EDR: April 26 – 29, 2011	May 27, 2011
Fairview	SST: EDR: April 11 – 14, 2011	August 15, 2011

The parent community was also kept apprised at each school through monthly PTO (Parent Teacher Organization) and BAAC (Building Accountability Advisory Committee) meetings. One school even surveyed their parents about their priorities around the use of the additional TIG funds.

In looking forward, each of the five schools will conduct a special community meeting in September to update their parents regarding the TIG, why it's needed and what they can do to support the school's goals in addition to their child's education. The district has also begun to build a district webpage that specifically informs the larger community with regard to goals, progress and next steps for each school as well as the accountability process in general.

In early January 2011, the Board of Education received written notification that five of our Title I schools had qualified for Federal funds as part of the Tiered Intervention Grants made available through the Elementary and Secondary Education Act. The Board was kept apprised of progress throughout the spring and on August 9, 2011; they received a detailed presentation concerning TIG, how schools qualified and next steps. They were also asked what role they would like to play in monitoring progress as well as participating in the community meetings when scheduled. Once the TIG's have been awarded to each school, our Communications Department will notify the greater community via our electronic weekly newsletter "The Insider." They will also be communicating with the Westminster Window, a local community newspaper. Information will also be shared with our DAAC (District Accountability Advisory Committee) and each TIG schools BAAC (Building Accountability Advisory Committee).

The partner organizations that Adams County School District 50 has aligned itself with in the past have proven themselves to be leaders in their fields and will continue to help Adams County School District 50 teachers implement our Standards-based System and our instructional model. Partners that Adams 50 has worked with to build our Standards-based System include the Re-Inventing School Coalition (RISC), Marzano Research *Laboratories*, and Three Shapes, LLC as well as our Westminster Education Association and the Colorado Department of Education.

Westminster Education Association (WEA). The WEA is a long time key partner and supporter in our reform efforts, the Westminster Education Association represents the licensed and Educational Support Professionals (ESP) staff working in Adams County School District 50 and is affiliated with Colorado Education Association (CEA) and the National Education Association (NEA). WEA's vision is a quality education for every student in Adams 50's public schools. Its mission is to empower members to advocate for themselves and one another to ensure an environment in which they have a collective voice and are treated with respect and dignity.

Re-Inventing Schools Coalition. The Re-Inventing Schools Coalition (RISC) is a nonprofit foundation established to transform education systems around the world and produce dramatically improved

learning environments and achievement results for all children. We have partnered with RISC since July 2007. To ensure that teachers are able to build and share high quality, engaging, and rigorous units that relate to the Common Core standards, Adams 50 will work with RISC over the next two years, through the Targeted District Improvement Plan grant, to assist in the delivery of high quality Instructional Design and Delivery training to teachers.

Marzano Research Laboratories. In fall 2007 we engaged Dr. Marzano to lead the process of developing measurement topics (i.e. standards) aligned with the proficiency levels as outlined in the Colorado Model Content Standards. Dr. Marzano and a cadre of 100 teachers and administrators also identified skill-based learning targets aligned with the measurement topics. More recently, he has worked with us to plan and conduct a research study to refine our work in developing and implementing our own Instructional Model for a Learner-centered, Standards-based System.

Three Shapes, LLC. The developer of E-ducate[®], Three Shapes, and Adams 50 plan on working closely together over the next two years to improve and refine the District's recording and reporting tools and processes. Specifically, we will improve the efficiency of the system for administrators, teachers, students, and parents. We also plan to build in functionality to track student progress in individual pathways and build out the assessment component to reduce the load on our teachers. Finally, we will work on building the interoperability of the system for communicating with other district systems.

The future work that will be completed with funding from the TIG grant will involve partnering with ENI (Evans Newton Inc.) particularly in the area of Coaching either by accessing ENI's trained coaches or training district coaches in proven methodologies as determined by the needs outlined in each schools Unified Improvement Plan (UIP).

A key interest that the district has is that all of its partners integrate their work into moving our Learner-centered, Standards-based System forward. To this end, last May 12, we invited all of our current partners and potential partners to a "Partnership Summit." Using our Instructional Model as the framework for discussion, we were interested in how each partner could contribute to:

- 1) Strengthening our Instructional Model.
- 2) The development of specific instructional strategies that support a learner-centered classroom.
- 3) Deepening the content knowledge of our staff.
- 4) Understanding proficiency in student work/demonstrations.
- 5) Alignment of current/future instructional resources to our model and our learning targets.
- 6) The development of classroom procedures and processes to improve the effectiveness of our instruction and promote academic rigor.
- 7) Enhancing the effectiveness of our assessment and evaluation processes.
- 8) The design of recording and reporting tools to support Standards-based Instructional Design and the needs of multiple stakeholders.

The goal for the day was seeking partner input in addressing our identified needs while also sharing each organization's background and expertise in other school districts that would be relevant to our work, and ideas for the long-term sustainability and success of our Standards-based System.

Given the nature of our systemic and systematic educational reform, a basic premise of our model is that all resources are aligned to promote and enhance learning. Therefore, Title I funds, SIG's and a recent grant from the Bill & Melinda Gates Foundation all align with our collective shared vision.

Our school board has consistently demonstrated strong support for the transition to a Standards-based System and has enacted policy to ensure its continuance. Additionally, Adams County School District 50 is the only school district in Colorado to take advantage of 2008 legislation (Senate Bill 212), which allows schools to award credit based on proficiency, not seat time. During the last two years, administrative policies, procedures and processes have been created, updated and revised as part of our continuous improvement cycle for implementing a Learner-centered, Standards-based System and this practice will continue for the duration of the TIG and beyond. During the same time period, the WEA has worked as a partner with us to assure no teacher agreement language got in the way of our educational reform.

Five elementary schools will be served through the TIG. The district has one school identified as a Tier II school (Hidden Lake High School – Alternative HS) and four schools identified as Tier III schools.

They are:

- Harris Park Elementary School
- Metz Elementary School
- Skyline Vista Elementary School and
- Tennyson Knolls Elementary School

While no TIG funds will be expended on these schools, we do expect the TIG schools to share their learning's with the schools not receiving funds so that we continue to mature our authentic Learner-centered, Standards-based System.

All proposed interventions will be executed according to the approved action steps outlined in each schools UIP and checked to ensure alignment with continuing our SBS reform. As is the case for all district schools, teacher teams must begin the school year with a thorough Data Driven Dialogue involving all staff and all achievement data from the previous year. The outcome of this process is to determine the impact and efficacy of last year's instructional efforts as well as further identification/refinement of root causes. This process continues throughout the school year by way of monthly team meetings where teachers share their data regarding the impact of their efforts on focused goals and strategies. Data are displayed on data walls for all staff to see and schools make a beginning of year presentation to the DAAC in a science fair format of their overall achievement data, goals, and methods to reach them in addition to any other relevant information about their schools UIP. This presentation is repeated in May where schools show the progress they made on their goals. Summative progress is measured via CSAP and the School Performance Frameworks. Benchmarks along the way are evaluated using Scantron which is administered three times a year for intermediate, middle and high school students in math, literacy and science. Many reports are easily available to teachers and principals that show how students achieve as compared to various groups and rates. At the primary level, DiBEL's NEXT is used for literacy and EveryDay Math Tests are administered. Across the system validating Measurement Topic Assessments (MTA's) are administered in each of the core content areas when a student is deemed ready to take the assessment. The district closely monitors the movement of students among the levels to assure no student is being left behind.

Given the magnitude of change the district has implemented during the past two years, it is imperative that the professional development provided, the expertise developed and the lessons

learned are sustained. To accomplish this, the district has created various stakeholder groups that provide feedback, ideas for improvement and refinement opportunities for all the components of a Learner-centered, Standards-based System as part of the Continuous Improvement process

Through the TIG we intend to put in place the expertise through rigorous professional development that will act as a “tipping point” for furthering systemic change that can be continued when the TIG funds expire.

Key Contact for Adams County School District 50 is:

Dr. Oliver Grenham, Chief Education Officer
6933 Raleigh Street
Westminster, Colorado 80030
Phone: 303-657-3813
Fax : 303-657-3802
Email: ogrenham@adams50.org

Part III: Needs Assessment and Program Plan

Part IV: Budget Narrative

Budget Narrative Fairview Elementary TIG – Year One

Fairview is submitting an initial plan for the disbursement of Year One TIG Funds . Our focus will be on increasing student achievement and building capacity within the staff to maintain and perpetuate the growth that I our students will show.

Instructional:

\$90,000 – ENI Program and Coaching to focus on improving student achievement in reading skills.

\$25,000 – Data Coach – will assist staff in the following:

- develop and implement systems to assist teachers in ongoing monitoring student progress on an individual basis
- develop and implement systems to assist teachers in ongoing use of individual student data to plan and support instruction
- develop and implement systems that support students in monitoring their own progress
- develop and implement systems to define and address gaps in learning
- provide additional training and support to school interventionists so that they can, in turn, provide support to classroom teachers

\$93,600 – Additional Instructional Coach – will assist staff in the following:

- provide opportunities for more frequent, more individualized feedback to teachers across levels
- allow for coaching across all instructional areas
- allow for additional support for interventionists around task analysis, how to work well with both adult and student learners and improved methodology in using research-based interventions

\$23,535 – Salaries and benefits for certified and classified employees for 3 additional hours per month of professional development to support the following:

- allowing for brainstorming on input from coaches
- allow for staff to develop methods of implementation of coaching recommendations
- allow for topic specific professional development

\$10,000 – General Supplies and materials, copying, refreshments for meetings

\$2667 – Salaries and benefits for substitute teacher to provide release time to classroom teachers to allow for:

- observing other similar level teachers to both provide peer feedback and gain new skills/ideas for implementation in their own classrooms
- allow for more effective articulation between instructional levels (both up and down)
- provide support for increased positive correlation between teachers regarding performance expectations
- provides for opportunities for increased inter-rater-reliability around scoring

\$4352 – Salary and benefits – Floating sub to provide for opportunities for classroom teachers to meet with coaches

\$1252 – Salaries and benefits – certified and classified – before and after school home work support

\$20,000 – Conferences, traveling, fees

\$127,000 - Technology and equipment – see description on budget

\$5,000 – Applications for iPads

F.M. Day TIG Budget Narrative for 2011-2012 Purchases (8.17.11)

Cost	Object Code	Description	In Plan	Completion Date	Year
78,850	Salary	Instructional coach to include co-teaching, data discussions, cognitive coaching and PD. Build capacity amongst staff to evolve into peer coaching. In class model	x	8/11-5/14	1,2,3
13,405	Benefits	Benefits for Instructional Coach on \$78,850	x	8/11-5/14	1,2,3
1,820	Salary	Part time ESP data facilitator	x	8/11-5/12	1,2,3
310	Benefits	Benefits for data facilitator at 17% on 1820	x	8/11-5/12	1,2,3
7200	Salary	Testing Team for required quarterly assessments. Assessment team - 3 staff, 30 hours per quarter x \$20/hr	x	8/11-5/14	1,2,3
1,224	Benefits	Benefits for Testing Team at 17% on 7200	x	8/11-5/14	1,2,3
2,880	Salary	TIG leadership team- time sheets	x	8/11-5/15	1,2,3
490	Benefits	Benefits for Leadership Team at 17% on 2880	x	8/11-5/14	1,2,3
500	Salary	Production of benchmark assessments	X	8/11-5/12	1
85	Benefits	Benefits for staff creating assessments at 17% on 500	X	8/11-5/12	1
1200	Salary	BLT teacher recognition team- time sheets	X	8/11-5/12	1
204	Benefits	Benefits for BLT teacher recognition team at 17% on 1200	X	8/11-5/14	1,2,3
5500	Salary	Action planning meetings beyond contract time- time sheets	X	8/11-5/14	1,2,3
935	Benefits	Benefits for action planning meetings at 17% on 5500	X	8/11-5/14	1,2,3
5500	Salary	Unit planning meetings beyond contract time- time sheets	X	8/11-5/14	1,2,3
935	Benefits	Benefits for unit planning meetings at 17% on 5500	X	8/11-5/14	1,2,3
6275	Salary	Release time for teachers to observe instruction- sub pay- time sheets	X	8/11-5/14	1,2,3
1,067	Benefits	Benefits for subs providing release time	X	8/11-5/14	1,2,3
5500	Salary	Inter-rater reliability meetings beyond contract time- time sheets	X	8/11-5/14	1,2,3
935	Benefits	Benefits for Inter-rater reliability meetings at 17% on 5500	X	8/11-5/14	1,2,3
2000	S/M	Write From the Beginning materials	x	8/11-5/12	1
500	S/M	Paper, data boards, printing supplies etc. to communicate TIG initiatives to community	x	8/11-5/14	1,2,3
3000	S/M	iTunes cards to purchase level appropriate instructional applications for classroom iPads	X	8/11-5/14	1,2,3
15,000	P/S	ENI TIG facilitator split between 5 schools to provide support in managing TIG budget, communicating with CDE and updating UIP	x	8/11-5/12	1,2,3
40,000	P/S	Extended learning opportunities- after school tutoring- fee for services to Center for Hearing, Speech and Language (Fast For-Word)	x	8/11-5/14	1,2,3
90,000	P/S	ENI Turnaround Provider for Coaching Support and Job-embedded Professional Development	x	8/11-5/12	1,2,3
40,000	P/S	Subscription to PLATO including alignment of application to district learning targets	x	8/11-5/12	1,2,3
10,000	P/S	CPIRC parent involvement partnership- fee for service	X	8/11-5/14	1,2,3
1,400	T/R&E	Fees for Breakthrough Coach Training for Principal and secretary	x	10/11	1
450	T/R&E	Fees for CIG Conference for District Representative	x	8/11	1

9,000	Equip.	Purchase 15 document cameras for use in PD endeavors and classroom instruction	X	8/11-5/12	1	
6,000	Equip.	Purchase 15 LCD projectors for use in PD endeavors and classroom instruction	X	8/11-5/12	1	
21,000	Equip.	Purchase 30 iPads for use in PD endeavors and classroom instruction	X	8/11-5/12	1	

373,165		All 3 subtotals from above				
---------	--	----------------------------	--	--	--	--

Cost	Object Code	Description	FTE	Completion Date	Year	Page #
26,980	IC	Indirect Cost rate 7.23% on \$373,165		5/12	1	

400,145		Grand Total from all above.				
---------	--	-----------------------------	--	--	--	--

MESA Elementary Word Version of the Budget Narrative for TIG

Budget Object	Amount	Narrative	UIP page #
Support - Salaries (0100)	2,880	Leadership team to monitor UIP/TIG implementation and develop building look fors (6 staff, 4 hours per meeting, 6 meetings)	19
Support - Employee Benefits (0200)	518	benefits for line 18	19
Support - Salaries (0100)	7,200	Assessment team to ensure validity and reliability of quarterly TIG required assessments (3 retired teachers, 30 hours per quarter, \$20/hour)	20
Support - Employee Benefits (0200)	1,224	benefits for line 20	20
Support - Salaries (0100)	1,920	Data Wall Team (4 staff, 4 reporting periods, 6 hours each for each quarter, \$20/hour)	20
Support - Employee Benefits (0200)	345	benefits for line 22	20
Support - Supplies (0600)	250	materials for data walls	20
Support - Salaries (0100)	1,680	Teacher evaluation team (6 staff, 14 hours each, @20/hour)	20 and 21
Support - Employee Benefits (0200)	302	benefits for line 25	20 and 21
Support - Salaries (0100)	16,290	Building Aide position (\$12/hour, 181 days, 7.5 hours/day)	21
Support - Employee Benefits (0200)	4,075	Benefits for line 27	21
Support - Salaries (0100)	1,280	Trainings for ESP staff (2 staff, 20 hours each, \$32/hour)	21
Support - Employee Benefits (0200)	218	benefits for line 29	21
Support - Salaries (0100)	5,120	Lead teacher teams to facilitate monthly parent engagement activities (8 staff, 4 hours each month, 8 months, \$20/hour)	22
Support - Employee Benefits (0200)	922	benefits for line 31	22
Support - Other Purchased Services (0500)	1,000	services to entice families (performers, catering, etc)	22
Support - Supplies (0600)	2,000	supplies to manage and entice families (give aways, fliers, activity materials, etc.)	22
Support - Salaries (0100)	800	Lead team service learning planning (2 staff, 20 hours each, \$20/hour)	23
Support - Employee Benefits (0200)	144	benefits for line 35	23
Support - Supplies (0600)	1,000	materials to support service learning projects	23
Inst. - Other Purchased Services (0500)	36,000	Tutoring service to provide 75 students with 40 sessions each (Results Learning)	23
Support - Other Purchased Services (0500)	14,400	Consultant fees (Cheryl Rose, 8 donated visits, 24 additional visits, \$600 each)	24
Support - Supplies (0600)	2,000	updated Teacher materials (25 literacy staff, \$80 each for updated teacher manuals for FAST)	24
Support - Salaries (0100)	3,840	Planning sessions for Cadre implementation (8 staff, 16 hours each, \$30/hour)	25
Support - Employee Benefits (0200)	653	benefits for line 41	25
Support - Salaries (0100)	34,560	Level 1 Cadre peer coaching (8 staff, 16 hours/month, 9 months, \$30/hour)	25
Support - Employee Benefits (0200)	5,875	benefits for line 43	25
Support - Salaries (0100)	13,440	Level 2 Cadre peer coaching (8 staff, 8 hours/month, 7 months, \$30/month)	25

Support - Employee Benefits (0200)	2,284	benefits for line 45	25
Support - Salaries (0100)	7,560	Level 3 Cadre peer coaching (9 staff, 4 hours/month, 7 months, \$30/hour)	25
Support - Employee Benefits (0200)	1,286	benefits for line 47	25
Support - Salaries (0100)	10,800	substitute coverage for release time throughout the year (3 subs, 3 days per month, \$140 per day)	25
Support - Other Purchased Services (0500)	75,600	ENI consulting and support of the Cadre (36 visits throughout the year, \$2100 per visit)	25
Support - Salaries (0100)	4,000	Ongoing refinement and alignment of building resources with curriculum (2 staff, 10 hours/month, 10 months, \$20/hour)	26
Support - Employee Benefits (0200)	720	benefits for line 51	26
Support - Salaries (0100)	8,000	Unit level planning and production of lessons, student activities and exemplars (25 staff, 2 hours/month, 8 months, \$20/hour)	27
Support - Employee Benefits (0200)	1,440	benefits for line53	27
Support - Supplies (0600)	1,500	Supplies and materials for development of activities, lessons)	27
Inst. - Salaries (0100)	100,000	2 full time interventionists (\$50,000 each)	29
Inst. - Employee Benefits (0200)	25,000	benefits for line 56	29
Support - Salaries (0100)	1,600	Additional time for office staff to support truancy efforts through management of data, contracts, and attending meetings (2 hours/week, 25 weeks, \$32/hour)	30
Support - Employee Benefits (0200)	272	benefits for line 58	30

Sherrelwood TIG Budget Narrative for 2011-2012 Purchases (8.17.11)

Cost	Object Code	Description	In Plan	Completion Date	Year
131,372	Salary	Instructional coach/interventionist to include co-teaching, data discussions, cognitive coaching and PD. Build capacity amongst staff to evolve into peer coaching. In class model	x	8/11-5/14	1,2,3
32,843	Benefits	Benefits for Instructional Coach/Interventionist on \$131,372	x	8/11-5/14	1,2,3
3600	Salary	Afterschool Instructional Clubs for extended learning (Organized by core curriculum Science Investigations, Spelling Bee, Geography Bee, Book Club, Homework Club) \$20 x 5 club facilitators x 36 meetings	x	8/11-5/12	1,2,3
612	Benefits	Benefits for staff at 17% on 3600	x	8/11-5/12	1,2,3
7200	Salary	Testing Team for required quarterly assessments. Assessment team - 3 staff, 30 hours per quarter x \$20/hr	x	8/11-5/14	1,2,3
1224	Benefits	Benefits for Testing Team at 17% on \$7200	x	8/11-5/14	1,2,3
x25,000	Salary	Liaison Position for Student Extended Learning & Family Support	x	8/11-5/15	1,2,3
x6250	Benefits	Benefits for Liaison at 25% on 25,000	x	8/11-5/14	1,2,3
150	S/M	Write From The Beginning Thinking Maps resources based on Vertical alignment activity to supplement district writing curriculum	x	8/11-5/14	1,2,3
2000	S/M	eBook Materials for development of specific eBooks to support ELL and regular classroom instruction	x	8/11-5/14	1,2,3
2500	S/M	Math Resources identified as being needed from Vertical alignment activity to supplement district math basal curriculum	x	8/11-5/14	1,2,3
4300	S/M	ZooPhonics materials to support the ELL students' acquisition of sounds and symbols (phonics, phonemic awareness, and writing) A Family Night is also centered around this tool.	x	8/11-5/12	1,2,3
500	S/M	DIBELS Progress Monitoring materials for RTI Tier 2 & 3 students		8/11-5/14	1,2,3
3890	S/M	Quarterly Testing Materials: Fountas & Pinnell Benchmark Assessment	x	8/11-5/14	1,2,3
7,372	S/M	Literature for Extended Learning Home Reading Program	x	8/11-5/14	1,2,3
5400	S/M	Leveled Literacy Intervention (LLI) for RTI Tier 2 & 3 students	x	8/11-5/14	1,2,3
14,440	Salary	Licensed staff to extend their learning on the PD items outlined in the TIG Grant (\$20 hr. x 4 hrs. per mo. X 9 mos. X 20 staff)	x	8/11-5/12	1,2,3
2448	Benefits	Licensed staff benefits of 17% on 14,440	x	8/11-5/12	1,2,3
1404	Salary	ESP instructional staff to extend their learning on the PD items outlined in the TIG Grant (\$13 hr. x 4 hrs. per mo. X 9 mos. X 3 staff) (Year 1 cost)	x	8/11-5/12	1,2,3
140	Benefits	Licensed staff benefits of 17% on 1404	x	8/11-5/12	1,2,3
8640	Salary	Salary for expert licensed teacher on timesheet to support coaching and modeling and PD on the 5 components of reading in balanced literacy program/classroom	x	8/11-5/12	1,2,3
1469	Benefits	Licensed staff benefits at 17% on 8640 salary	x	8/11-5/12	1,2,3
3360	Salary	Substitute coverage, 14 staff members X \$120/day X 2 = \$3360 salaries and 654 benefits	x	8/11-5/12	1,2,3
654	Benefits	Sub benefits on 3360	x	8/11-5/14	1,2,3
1404	Salary	ESP staff member on timesheet to organize building data (\$13 x 3 hrs. wk x 36 weeks)	x	8/11-5/14	1,2,3

238	Benefits	ESP Staff Benefits for \$1404 salary	x	8/11-5/14	1,2,3	
1404	Salary	ESP Administrative Asst. on timesheet to manage grant at building level (\$13 x 3 hrs. wk x 36 weeks)	x	8/11-5/14	1,2,3	
238	Benefits	ESP Staff Benefits for \$1404 salary	x	8/11-5/14	1,2,3	
2880	Salary	Additional Pay for Licensed staff for Professional Development Planning Team (4 staff x 1 hr wk. x 36 wks x \$20 hr)	x	8/11-5/14	1,2,3	
489	Benefits	Benefits for PD Team at 17% on 2880	x	8/11-5/14	1,2,3	
1200	Salary	Licensed staff for Teacher Evaluation Process Initial planning to develop processes (6 staff, 10 hours each, \$20/hour = \$1200 salaries and \$216 benefits)	x	8/11-5/14	1,2,3	
216	Benefits	Benefits for Licensed staff at 17% on 1200	x	8/11-5/14	1,2,3	
2794	S/M	Transforming our Teaching through Reading/Writing Connections (Regie Routman Professional Development DVD for applying an optimal learning model) (includes shipping) (year 1 cost)	x	8/11-5/14	1	
2794	S/M	Transforming our Teaching through Reading to Understand (Regie Routman Professional Development DVD for applying an optimal learning model) (includes shipping) (Year 1 cost)	x	11/11-5/14	1	
2794	S/M	Transforming our Teaching through Writing for Audience and Purpose (Regie Routman Professional Development DVD for applying an optimal learning model) (includes shipping) (Year 1 cost)	x	4/12-5/14	1	
218	S/M	Understanding by Design (6 books for PD team to use for Backwards Planning training in reading, writing and math over 3 years and for unit development) (Year 1 cost)	x	8/11-5/14	1	
198	S/M	Curriculum Mapping by Heidi Hayes Jacobs (6 books for PD team to use for Vertical alignment of new Core Academic Standards (includes shipping) (Year 1 cost)	x	8/11-5/14	1	
2000	S/M	Extended Student Learning Time: 5 afterschool & evening events (teacher led)	x	8/11-5/12	1,2,3	
250	S/M	ZooPhonics materials for Family Night (Extended Learning & Family Involvement)	x	8/11-5/14	1,2,3	
3000	P/S	Extended Student Learning Time: 4 afterschool & evening events (led by outside consultant)	x	8/11-5/12	1,2,3	
585	P/S	Fees for Breakthrough Coach Training for Principal	x	10/11	1	
450	P/S	Fees for CIG Conference for District Representative	x	8/11	1	
3600	P/S	Fees to attend professional conferences related to TIG Improvement Strategies	x	8/11-5/14	1,2,3	
60,000	P/S	ENI Turnaround Provider for Coaching Support and Job-embedded Professional Development	x	8/11-5/12	1,2,3	
15,000	P/S	ENI Turnaround Provider for Grant Facilitation	x	8/11-5/12	1,2,3	
2560	P/S	Cambium Learning Turnaround Provider: Balanced Literacy Program Training 2 days (Sharon Hull)		8/11-5/12	1,2,3	
5120	Salary	Provide on-going mechanisms for family and community. Monthly Family Nights (Science Night, Reading Night, Math Night, ZooPhonics Night, Bully-proofing, History Night, Cultural Awareness, Food and Culture, etc.)	x	8/11-5/12	1,2,3	

		Lead teams to establish events in year 1, identify community/parent leads in year 2, train community/parent leads in year 3 to build sustainability in year 4 (Four 2-person teams, 4 hours each person for 8 months, \$20/hour = \$5,120 salaries and \$922 benefits, ,				
922	Benefits	Benefits on 5120 @ 17% \$922 benefits,	x	8/11-5/14	1,2,3	
800	Salary	Positive Behavior & Service Learning with Community Lead team planning and staff development for service learning projects (2 teachers, 20 hours each throughout year, \$20/hour	x		1,2,3	
144	Benefits	Benefits on Service Learning Salary of 800	x		1,2,3	
4000	Salary	On-going refinement and alignment of instructional resources (2 staff, 10 hours for 10 months each, \$20 per hour	x		1,2,3	
720	Benefits	Benefits on \$4000	X		1,2,3	
8000	Salary	Extended time for staff for Unit Planning and Data Dialogue (25 staff, 2 hours per month, 8 months, \$20/hr	x		1,2,3	
1440	Benefits	Benefits for extended staff time benefits on 8000	x		1,2,3	
2880	Salary	Leadership team to monitor UIP and TIG Budget actions (6 staff, 4 hours per meeting, \$20/hr, 6 meetings and training the BLT for sustainability	x		1,2,3	
518	Benefits	Benefits on \$518	x		1,2,3	
1920	Salary	Data Wall Team - 4 staff, 4 reporting periods, 6 hours work each for each reporting period = \$1920 salaries and \$345 benefits, \$250 supplies and materials			1,2,3	
345	Benefits	Benefits for Data wall Team on 1920	x		1,2,3	
5000	Salary	Salary for Resource Room: barcoding all materials for more efficient use and inventory of materials 250 hrs. x \$20.			1,2,3	
850	Benefits	Benefits for salary on resource room on 5000			1,2,3	
250	S/M	Supplies and Materials for developing quarterly data walls	x		1,2,3	
1200	S/M	Communications and Networking: \$1200 for supplies – paper, data boards, printing supplies, food for engagement nights, books for give-aways	x		1,2,3	
1000	S/M	Provide on-going mechanisms for family and community. Monthly Family Nights (Science Night, Reading Night, Math Night, ZooPhonics Night, Bully-proofing, History Night, Cultural Awareness, Food and Culture, etc.) \$1000 supplies and materials	x		1,2,3	
1900	S/M	Destiny Library System			1,2,3	
600	P/S	Consistently communicate changes (TIG efforts) to all stakeholders, and provide multiple opportunities for stakeholder input. \$600 purchased services for pizza	x		1,2,3	
1000	P/S	Provide on-going mechanisms for family and community. Monthly Family Nights (Science Night, Reading Night, Math Night, ZooPhonics	x		1,2,3	

		Night, Bully-proofing, History Night, Cultural Awareness, Food and Culture, etc.) \$1000 purchased services to supplement building and PTA contributions for each event				
2800	P/S	Truancy officer support (5 hours per month, \$70/hour, 8 months = \$2800 purchased service)	x		1,2,3	

412,489		All 3 subtotals from above				
---------	--	----------------------------	--	--	--	--

Cost	Object Code	Description	FTE	Completion Date	Year	Page #
28,823	IC	Indirect Cost rate 7.23% on \$400,000		5/12	1	

442,312		Grand Total from all above.				
---------	--	-----------------------------	--	--	--	--

Instructional Program

Cost	Object Code	Description	In Plan	Completion Date	Year	Page #
2850	Salary	Revisit staff-wide common agreements and school-wide instructional foci as determined during June 2011 SST retreat (Planning funds)- 20/hr x 7.5 hrs x 19 staff=2850	x	8/11/11	1,2,3	
570	Benefits	Benefits for Instructional Staff on 2805	x	8/11-5/14	1,2,3	
500	Salary	Identification and development of quarterly assessments in math – Rosemary Jones	x	8/11-5/12	1,2,3	
85	Benefits	Benefits for Rosemary Jones on 500	x	8/11-5/12	1,2,3	
52000	Salary	Instructional coach specifically hired to assist teachers in reading and writing instruction. This instructional coach would work collaboratively with teachers in a variety of formats including a peer coaching model using Cognitive Coaching techniques, modeling appropriate instructional strategies in a collaborative teaching model, taking teachers on instructional rounds to observe master reading teachers, and assisting teachers in planning and use of instructional data to form small instructional groups and making instructional decisions.	x	8/11-5/14	1,2,3	
10400	Benefits	Benefits for Coach on 10400	X	8/11	1,2,3	
30000	Salary	Provide early intervention to young students to ensure that all students entering Primary classrooms are at grade level - .5 FTE for Kindergarten teacher	x	8/11-5/14	1,2,3	
6500	Benefits	Benefits for Kindergarten teacher on 30,000	X	8/11-5/14	1,2,3	
800	Salary	Staff will review student writing samples for consistent inter-rater reliability across classrooms. 4 times per year x 10 staff members x 20/hr=800	x	8/11-5/14	1,2,3	
160	Benefits	Benefits for staff on 800	X	8/11-5/14	1,2,3	
27140	Supplies	Instructional technology will be used to inform instruction and planning, ensure students have access to 21 st century learning skills, assessments, and web-based learning. Purchase of 28 HP Netbooks (880 each x 32= 24,640 + 2500 for cart=\$27140)	x	8/11-5/14	1,2,3	
12000	Supplies	Instructional technology will be used to inform instruction and planning, ensure students have access to 21 st century learning skills, assessments, and web-based learning. Purchase of 20 iPads (600 x 20= 12,000)	X	8/11-5/14	1,2,3	
3000	Supplies	Instructional technology will be used to inform instruction and planning, ensure students have access to 21 st century learning skills, assessments, and web-based learning. 5 Document Cameras (600 x 5= 3,000)	X	8/11-5/14	1,2,3	
2000	Supplies	Instructional technology will be used to inform instruction and planning, ensure students have access to 21 st century learning skills, assessments, and web-based learning. 5 LCD Projectors (400 x 5= 2000)	X	8/11-5/14	1,2,3	
2496	Salaries	Work with staff to develop a process for teacher evaluation to include student growth and ongoing collections of professional practice reflective of student achievement. Develop a process for identifying/recognizing teachers experiencing exceptional success as measured by student growth/achievement and develop a process for sharing this success with colleagues to further build capacity. Initial planning to develop processes (6 staff, 10 hours each, \$20/hour = \$1200 salaries)	x	8/11-5/14	1,2,3	

216	Benefits	Benefits for staff on 1200	X	8/11-5/14	1,2,3	
996	Salary	Work with staff to develop a process for teacher evaluation to include student growth and ongoing collections of professional practice reflective of student achievement. Develop a process for identifying/recognizing teachers experiencing exceptional success as measured by student growth/achievement and develop a process for sharing this success with colleagues to further build capacity. Annual refinements (6 staff, 4 hours each, \$20/hour = \$480 salaries)	x	8/11-5/14	1,2,3	
86	Benefits	Benefits on 996 for staff	X	8/11-5/14	1,2,3	
15000	Salary	Coordinate with all 5 schools to identify roles and responsibilities of our outside provider (ENI) <ul style="list-style-type: none"> Embedded coaching/training for building coach and principal (year 1), teacher leadership team (year 2), all teachers for peer coaching (year 3), leadership capacity of 90% of staff in the coaching model built by year 4 TIG Facilitator to oversee 5 school TIG implementation efforts and coordinate communication and requirements with CDE to include monitoring UIP goals through periodic visits and data collection by a Unified Plan external facilitator (ENI) \$15,000 for salary + benefits per school– cost will be split between 5 TIG schools	x			
13680	Salary	Provide job-embedded staff development to teachers to develop monthly unit plans and additional staff development opportunities. Staff development opportunities will assist staff in further refining their practice on existing instructional programs including: <ul style="list-style-type: none"> Thinking Maps WFTB Open Court FOSS Everyday Math Behavior Management/Student Discipline process 20/hr X 4 hrs X 19 staff X 9 months \$18,000 for the year (pay + benefits at 25%)	x	8/11-5/12	1,2,3	
2736	Benefits	Benefits on 13680	X	8/11-5/12	1,2,3	
167415		Total				

Support Program

Cost	Object Code	Description	In Plan	Completion Date	Year	Page #
4500	P/S	Provide on-going mechanisms for family and community	x	5/14	1,2,3	

		<p>engagement (20 events over the course of the year).</p> <ul style="list-style-type: none"> • Monthly Family Nights (examples will include Movie Night, BINGO, etc.) • Monthly Parent Workshops (Safety for your child, understanding how to access and use Educate to track your child's learning, how to help your child with reading, etc.) • Monthly morning pastry with the principal in the library • Monthly parent and teacher building planning sessions (PTA, BAAC, and TIG activities) <p>Survey parents in Spring 2012 to plan activities for year 2 – (maintain grant funding to support and include costs to support identification and training of community and parent leads for sustainability in year 4) Lead teams to establish events in year 1, identify community/parent leads in year 2, train community/parent leads in year 3 to build sustainability in year 4 CWSPC - \$2500 for services to support parenting nights along with \$1000 supplies and materials and \$1000 purchased services to supplement building and PTA contributions for each event</p>				
500	S/M	<p>Consistently communicate changes (TIG efforts) to all stakeholders, and provide multiple opportunities for stakeholder input.</p> <ul style="list-style-type: none"> • Monthly BAAC/PTA meetings • DAAC data wall gallery walks (Fall and Spring annually) • Periodic reports to the Board of Education • Website Turnaround section with on-going updates (beginning July 2011) • Parent monthly TIG news in newsletters beginning September 2011) <p>Information giving and exit card use for feedback utilized for at least 20 of the 30 planned 2011-12 parent engagement activities (See next activity) \$500 for supplies – paper, data boards, printing supplies, etc.</p>	X	5/14	1,2,3	
2208	Salary	Ensure all grant components (compliance paperwork, reports, etc.) are met on a weekly basis. 2 hrs/week x 34.5 hr x 32= 2208	x	8/11-5/14	1,2,3	
331	Benefits	Benefits on 2208 for Secretary	X	8/11-5/14	1,2,3	
1820	Salary	Electronic data records will be processed efficiently to ensure timely and accurate data for teachers to use for instructional planning. 13/hr x 7 hours x 20 weeks=1820 + 17% benefits= 2130	x	8/11-5/12	1,2,3	
310	Benefits	Benefits on 1820	X	8/11-5/14	1,2,3	
7200	P/S	Conduct quarterly assessments in literacy (comprehension/fluency – DIBELS next), math (core content Math assessments), Writing (Expository writing samples – WFTB), coordinated FOSS unit tests (Science)- 3 staff, 30 hours per quarter @ 20/hr=7200	X	8/11-5/15	1,2,3	
7500	P/S	Provide researched-based intervention for ELA students to assist in closing language gap- 250 licenses at 30/license=7500	x	8/11-5/14	1,2,3	
630	S/M	Continue to build instructional rigor, student engagement, and bell-to-bell instruction through teacher professional development. Text- <i>Clockwatchers (Stevie Quate)</i> 30 copies x \$21.00= \$630	x	8/11-5/12	1,2,3	

140000	P/S	Provide job-embedded professional development focusing on rigorous instructional practices and high-yield strategies to improve reading instruction preK-5 th grade. Year 1 – Coaching Principal/Staff Year 2 – Team coaching Year 3 – Peer coaching ENI – Cost for coaching + PD - \$90,000	x	8/11-5/12	1,2,3	
1400	P/S	Provide professional development to building secretary and principal to maximize time during the school day for instructional support. <i>Breakthrough Coaching</i> - \$700 per person - \$1400 total	x	8/11-5/12	1,2,3	
6600	P/S	Provide job-embedded professional development for Westminster Elementary School's building leadership team in order to continue to build leadership capacity in staff members and school principal. Bi-Monthly meetings (6/yr) Cost = \$1000/visit + 600 in expenses (\$6600)	x	8/11-5/12	1,2,3	
6000	P/S	Provide release time for teachers to observe best instructional practices during instructional rounds (within Westminster Elementary school and other District 50 schools). 20 staff members X \$140/day X 2 = \$6000	x	8/11-5/12	1,2,3	
40000	P/S	Provide expanded learning opportunities for students extending beyond the traditional school day. These opportunities would focus on reading and writing outcomes and be implemented in a non-traditional format to capitalize on student interests and engagement. Semester tutoring program afterschool in library. Game-based reading support.	x	8/11-5/14	1,2,3	
2500	P/S	Focus on building parental leadership and understanding and involvement in school improvement efforts. Total cost for 2011-2012 school year: \$2500	x	8/11-5/14	1,2,3	
600	Salary	Provide parent workshops on supporting student achievement with home reading strategies and materials. Motherread program: 20/hr X 3hrs/mo X 5 months X 2 staff = \$600	x	8/11-5/14	1,2,3	
102	Benefits	Benefits on 600	X	8/11-5/14	1,2,3	
500	S/M	Books for parents = \$500	x	8/11-5/14	1,2,3	
1172	P/S	Rosetta Stone Software for parent access ELA teacher: 2hrs/mo X 9 mo X 20/hr = \$360 + 62 benefits = 422 25 Licenses at 30.00 each = \$750	x	8/11-5/14	1,2,3	
800	S/M	Parent meetings on behavior management Consumable cost - \$200 per night = \$600	x	8/11-5/14	1,2,3	
7000	P/S	Contract with specialist to assist with Truancy prevention efforts including truancy review board process, monitoring and attendance tracking, \$7000/yr. \$60-75/hr	x	8/11-5/14	1,2,3	
231673		SubTotal				

399088		All subtotals from above	X			
28735	IC	District Indirect Costs at 7.23%	X			
427,822	Total Cost	All subtotals from above	X			

2011 Tiered Intervention Grant Eligible Schools

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
WESTMINSTER 50	0807230	TENNYSON KNOLLS ELEMENTARY SCHOOL	080723001249	E			X		
WESTMINSTER 50	0807230	HARRIS PARK ELEMENTARY SCHOOL	080723001238	E			X		
WESTMINSTER 50	0807230	SKYLINE VISTA ELEMENTARY SCHOOL	080723001247	E			X		
WESTMINSTER 50	0807230	CLARA E. METZ ELEMENTARY SCHOOL	080723001232	E			X		
WESTMINSTER 50	0807230	HIDDEN LAKE HIGH SCHOOL	080723001877	H		X		X	
WESTMINSTER 50	0807230	MESA ELEMENTARY SCHOOL	080723001242	E	X				
WESTMINSTER 50	0807230	FRANCIS M. DAY ELEMENTARY SCHOOL	080723001236	E	X				
WESTMINSTER 50	0807230	WESTMINSTER ELEMENTARY SCHOOL	080723001252	E	X				
WESTMINSTER 50	0807230	FAIRVIEW ELEMENTARY SCHOOL	080723001235	E	X				
WESTMINSTER 50	0807230	SHERRELWOOD ELEMENTARY SCHOOL	080723001246	E	X				

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

Organization Code: 0070 District Name: Westminster 50 School Code: 2876 School Name: Fairview SPF Year: 2011 Accountable by: 1-year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2010-11. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal – Adequate Yearly Progress (AYP) – and state accountability expectations – School Performance Framework (SPF) data. 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 ESEA Accountability

Performance Indicators	Measures/ Metrics	'10-11 Federal and State Expectations			'10-11 School Results		Meets Expectations?	
		Reading	1-year	3-years	1-year	3-years		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	42.2%	37.7	Overall Rating for Academic Achievement: Does Not Meet * Consult your SPF for the ratings for each content area at each level.	
		Math	70.9%	70.1%	47.9%	45.2		
		Writing	53.5%	54.8%	24.6%	23.3		
		Science	47.5%	45.4%	13.6%	13.3		
	Adequate Yearly Progress (AYP)	Overall number of targets for School: 24			% of targets met by School: 79**		Reading	No
	Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*					Math	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 If school did not meet adequate growth, then median SGP is at or above 55	Reading	Median Adequate SGP	Median SGP	Median SGP: 49		Overall Rating for Academic Growth: Priority Improvement * Consult your SPF for the ratings for each content area at each level.	
			56.0	45/55				
		Math	61.0	45/55	Median SGP: 43			
		Writing	57.0	45/55	Median SGP: 44			

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

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

Performance Indicators	Measures/ Metrics	'10-11 Federal and State Expectations		'10-11 School Results		Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet 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 disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: Approaching
	Graduation Rate Expectation: 80% on the most recent 4-year, 5-year, 6-year or 7-year graduation rate	80%		Best of 4-year through 7-year Grad Rate [%] using a [4-7 year] grad rate		
Post Secondary Readiness	Dropout Rate Expectation: At or below State average	1-year 5.09%	3-years 5.74%	1-year [%]	3-years [%]	Overall Rating for Post Secondary Readiness:
	Mean ACT Composite Score Expectation: At or above State average	1-year 19	3-years 20	1-year [#]	3-years [#]	

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)	Available Nov 2011	Once the plan type for the school has been finalized, this report will be re-populated in November 2011. Specific directions will be included at that time. For required elements in the improvement plans, go to: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	Available Nov 2011	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Title I Program	Does the school receive Title I funds? If yes, indicate the type of Title I program	<input type="checkbox"/> Targeted Assistance <input checked="" type="checkbox"/> Schoolwide
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	Yes, April 2009.
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	School Support Team review done in January 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

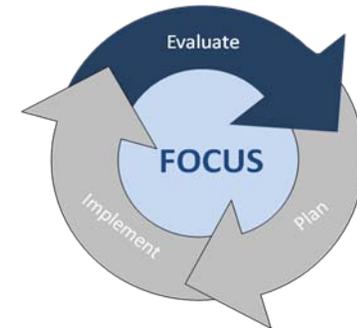
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Michael J. Seefried, Principal
	Email	mseefried@adams50.org
	Phone	303-657-3837
	Mailing Address	7826 Fairview Avenue, Denver, CO 80221
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. 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 four 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 performance reports and are expected 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 step two.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on SchoolView (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
<ul style="list-style-type: none"> • Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should

also be included – especially in grade levels and subject areas not included in state testing. 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. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. 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 priority 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 (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple 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. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will 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)	<p>Reading:</p> <ul style="list-style-type: none"> 3rd Grade, after 6 years of consistently scoring between 41 and 54% P/A, fell to 31% P/A in 2010. Over three years' time, the following subgroups %P/A is as follows: boys-43%, girls-46%, Asian-64%, Hispanic-40%, White-62%. %U is trending down while %PP is trending up. 4th Grade performance dipped in 2009 to 27% P/A. Otherwise performance has stayed between 33 and 43% for 7 years. Over three years' time, the following subgroups %P/A is as follows: boys-26%, girls-39%, Asian-36%, Hispanic-25%, White-79%. %U is trending down while %PP is trending up. %U is trending slightly down while %PP is trending up. 	<p>Analysis of subcontent areas indicates greatest discrepancy between Fairview students and state average was in vocabulary, an average of 93 points.</p> <p>4th grade boys are underperforming girls by 13%.</p>	<p>We have infrequent and inconsistent practices in formative checks of student progress. Teachers lack depth of knowledge in how to effectively accelerate and remediate learning, especially for our large ELL population.</p> <p>Lack of high interest reading resources for boys. Lack of or insufficient use of reading strategies to engage boys.</p> <p>We are not adequately bridging the gap between “where students are” and grade level expectations.</p>

	<ul style="list-style-type: none"> 5th Grade performance, after trending up for two years, dipped in 2009 but rose in 2010 to 47% P/A. Over three years' time, the following subgroups %P/A is as follows: boys-37%, girls-34%, Asian-42%(2 yrs), Hispanic-31%, White-61%. %U trended up in 2008 and 2009 but dropped in 2010. %P/A trended up in 2010 for the first time in three years. 	
	<p>Writing:</p> <ul style="list-style-type: none"> 3rd and 4th Grade scores dropped dramatically, to their lowest levels ever, 13 and 12% P/A in 2010. 3rd Grade: Over three years' time, the following subgroups %P/A is as follows: boys-22%, girls-27%, Asian-39%, Hispanic-21%, White-45%. %U is trending down while %PP is trending up. 4th Grade: Over three years' time, the following subgroups %P/A is as follows: boys-16%, girls-28%, Asian-31%, Hispanic-20%, White-35%. %U is trending slightly down while %PP is trending up. 5th Grade: Over three years' time, the following subgroups %P/A is as follows: boys-20%, girls-33%, Asian-42%(2 yrs), Hispanic-22%, White-46%. %U is trending slightly down while %P/A is trending up. 	<p>Analysis of subcontent areas indicates greatest discrepancy between Fairview students and state average was in grammar and usage and mechanics.</p> <p>Boys are underperforming girls by an average of 10%.</p> <p>Fairview has not been utilizing a consistent writing program. We have not been engaging students in understanding proficiency. We have not provided exemplars of proficient student writing.</p> <p>Our students' lack of proficiency in oral and academic language contributes to deficits in literacy development (both reading and writing). From a developmental standpoint, receptive skill development always precedes expressive skill development.</p> <p>Lack of or insufficient use of writing strategies to engage boys.</p> <p>We are not adequately bridging the gap between "where students are" and grade level expectations.</p>
	<p>Math:</p> <ul style="list-style-type: none"> 3rd Grade, after flat performance for four years, beat the state average in 2009 at 70% P/A, but dropped to 49% P/A in 2010. Over three years' time, the following subgroups %P/A is as follows: boys-60%, girls-52%, Asian-53%, Hispanic-55%, White-72%. %U is trending significantly down while %PP is trending up. 4th Grade: Over three years' time, the 	<p>Analysis of subcontent areas indicates greatest discrepancy between Fairview students and state average was number sense and measurement.</p> <p>Minority performance</p> <p>Fairview has not been consistently utilizing a research-based math program. We have not been engaging students in understanding proficiency. We have not provided exemplars of proficient math work.</p> <p>Concepts become increasingly complex and dependent on academic math language. Our students' lack of proficiency in oral and academic language contributes to delays in attaining math proficiency.</p>

	<p>following subgroups %P/A is as follows: boys-47%, girls-41%, Asian-69%, Hispanic-39%, White-68%. %U is trending slightly down while %P/A is trending up.</p> <ul style="list-style-type: none"> 5th Grade, after trending down 24 points over four years, increased slightly, from 28 to 33% P/A in 2010. Over three years' time, the following subgroups %P/A is as follows: boys-40%, girls-24%, Asian-46%(2 yrs), Hispanic-32%, White-34%. %U is trending up as is %A. 	<p>lags.</p> <p>Girls are underperforming boys by an average of 10%.</p>	<p>Lack of or ineffective strategies for teaching math to girls.</p> <p>We are not adequately bridging the gap between "where students are" and grade level expectations.</p>
<p>Academic Growth</p>	<p>Fairview's overall median growth percentile declined in reading, writing, and math from 2008 to 2010.</p> <ul style="list-style-type: none"> Reading: 37 to 30 Writing: 36 to 31 Math: 51 to 21 	<p>Median growth percentile for all three content areas currently falls below median adequate growth percentile</p>	
<p>Academic Growth Gaps</p>	<p>Reading: According to our 3-year data, our subgroup median growth %iles range from 33 to 37. However, the differences between growth and adequate growth shows the following gaps:</p> <ul style="list-style-type: none"> Free/Reduced Lunch: 12 %ile points Minority Students: 16 %ile points English Language Learners: 20 %ile points Students needing to catch up: 32 %ile points Students w/Disabilities: 54 %ile points 	<p>Median growth percentile for all five subgroups currently falls below adequate growth percentile.</p> <p>Subgroup with highest gap between growth and adequate growth is Students with Disabilities, at 54 %ile points.</p>	<p>We have infrequent and inconsistent practices in formative checks of student progress for both reading and math. We have none for writing. We have not developed and consistently used strategic and intensive interventions in all content areas.</p> <p>We are not adequately bridging the gap between "where students are" and grade level expectations.</p>
	<p>Writing: According to our 3-year data, our subgroup median growth %iles range from 25 to 31. However, the differences between growth and adequate growth shows the following gaps:</p> <ul style="list-style-type: none"> Free/Reduced Lunch: 27 %ile points Minority Students: 28 %ile points English Language Learners: 31 %ile points 	<p>Median growth percentile for all five subgroups currently falls below adequate growth percentile.</p> <p>Subgroup with highest gap between growth</p>	

	<ul style="list-style-type: none"> • Students needing to catch up: 37 %ile points • Students w/Disabilities: 63 %ile points 	and adequate growth is Students with Disabilities , at 63 %ile points.
	<p>Math: According to our 3-year data, our subgroup median growth %iles range from 28 to 40. However, the differences between growth and adequate growth shows the following gaps:</p> <ul style="list-style-type: none"> • Free/Reduced Lunch: 31 %ile points • Minority Students: 31 %ile points • English Language Learners: 32 %ile points • Students needing to catch up: 42 %ile points • Students w/Disabilities: 60 %ile points 	<p>Median growth percentile for all five subgroups currently falls below adequate growth percentile, except for Students Needing to Catch Up. This group is "approaching" adequate growth.</p> <p>Subgroup with highest gap between growth and adequate growth is Students with Disabilities, at 60 %ile points.</p>

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education

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 our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?  **Root Cause Analysis:** Why do we think our school's performance is what it is?  **Verification of Root Cause:** What evidence do you have for your conclusions?

Trend and Priority Needs

Data gathered over a three year period from CSAP were reviewed to determine general trends in our student achievement. At the beginning of the year, grade level teams participated in data digs and submitted their findings to the building leadership, who in turn compiled the aggregate data. In addition, end of year data from DIBELS and Scantron were included to help determine Root Cause Analysis and to establish additional baselines to measure student growth. Initial data from Scantron and DIBELS indicate higher levels of growth than our CSAP data. This indicates inconsistency amongst the measures.

Our school has also recently completed a school improvement grant, with school year 2009-10 being our second, or implementation year. The conclusions and feedback provided by this process also helped determine root causes.

It should be noted that for all subgroup data reported for all ten CSAP tests, the number of students tested, "N," for Asians is less than 5 and for Whites is less than 10.

What follows is a series of reports of achievement data.

CSAP Summary: Percent Proficient/Advanced

	2008	2009	2010		2008	2009	2010		2008	2009	2010		2008	2009	2010
Reading				Writing				Math				Science			
3rd	45	54	31	3rd	25	35	13	3rd	50	70	49	3rd	N/A	N/A	N/A
4th	37	27	33	4th	31	22	12	4th	52	35	47	4th	N/A	N/A	N/A
5th	38	31	39	5th	25	23	29	5th	35	28	33	5th	10	6	22

We have consistently performed below the state average in all academic areas, with the exception of our third grade math scores in 2009, when we exceeded the state average.

Our overall performance in **reading** fell 48 points below the state average for third grade, 40 points below the state average for fourth grade and 57 points below the state average for fifth grade. During our review of the CSAP data, we considered trends in subcontent areas as well as overall performance. Analysis of **reading** indicated some consistencies across grade level in terms of areas requiring focus and attention. The largest gap between our performance and the state average across grade levels is in the subcontent area of **Vocabulary**. The differences between our performance and the state average in this area are as follows: third grade - 92; 4th grade - 80 and 5th grade -106. While the other subcontent areas also fell below state averages, the gaps between our performance and state averages were not as consistent across grade levels. Additional areas that require attention are **comprehension, thinking skills and literature**.

Our overall performance in **writing** fell 27 points below the state average for third grade, 39 points below the state average for fourth grade and 36 points below the state average for fifth grade. Consideration of subcontent areas in **writing** also indicated consistencies across grade levels. The areas that showed the biggest gaps between our performance and the state average are **Mechanics and Grammar/Usage**. The differences between our performance and the state average are as follows: third grade – Mechanics **-41**, Grammar/Usage **-40**; fourth grade – Mechanics **-46**, Grammar/Usage **-62**; fifth grade – Mechanics **-38**, Grammar/Usage **-46**. In addition, fifth grade students scored 46 points lower than the state average in the area of Extended Writing. Scores in the other subcontent areas of writing also fell below state averages.

Overall performance in **math** fell 52 points below the state average for third grade, 49 points below the state average for fourth grade and 56 points below the state average for fifth grade. Analysis of subcontent areas in math did not show consistency of gaps across grade levels. For third grade, the biggest gaps are in **Algebra/Patterns/Statistics/Probability** (63 points below the state average) and **Geometry/Measurement** (59 points below the state average). For fourth grade, the biggest gaps occurred in **Measurement** (-91 below the state average) and **Geometry/Measurement** (70 points below the state average). For fifth grade, the biggest gaps are in **Numbers and Operations** (87 points below the state average) and **Number Sense** (77 points below the state average). Scores in other subcontent areas also fell below the state average across all grade levels.

Scantron Performance Series: 2009-10 Summary

Reading (Percentage of 2nd-5th Graders in each performance zone on nationally normed reading test)

Zone	Mid-Year	End of Year
Red	11%	8%
Yellow	43%	26%
Green	46%	66%

Math (Percentage of 2nd-5th Graders in each performance zone on nationally normed math test)

Zone	Mid-Year	End of Year
Red	4%	2%
Yellow	36%	19%
Green	60%	85%

DIBELS 2009-10 Summary

	Letter Naming Fluency		Phoneme Segmentation Fluency		Oral Reading Fluency	
	Begin Year	End Year	Begin Year	End Year	Begin Year	End Year
Kinder	23% low risk	44% low risk				
	33% some risk	26% some risk				
	44% at risk	30% at risk				
1st Grade			11% low risk	77% low risk		
			54% some risk	19% some risk		
			36% at risk	4% at risk		
2nd Grade					28% low risk	30% low risk
					35% some risk	16% some risk

					37% at risk	54% at risk
3rd Grade					28% low risk	28% low risk
					36% some risk	41% some risk
					36% % at risk	30% at risk
4th Grade					38% low risk	31% low risk
					28% some risk	42% some risk
					34% at risk	27% at risk
5th Grade					47% low risk	52% low risk
					20% some risk	17% some risk
					33% at risk	31% at risk

Root Cause Analysis/Verification of Root Cause:

Reading

In addition to analyzing available data, teachers considered use, structure and timing of their reading instruction.

We have infrequent and inconsistent practices in formative checks of student progress. This was verified by our School Support Team audit and by subsequent data consultants we hired through our school support team grant. Further, teachers lack depth of knowledge in how to effectively accelerate and remediate learning. Students have not always been engaged in monitoring or setting goals for their reading progress. This has also been verified by our data consultant.

According to the same feedback, both teachers and students need support in effectively teaching and learning reading comprehension. Our CSAP data consistently points to lower performance in the areas of vocabulary and comprehension. 68% of our students are ELLs (63% are NEP and LEP) who come to school with deficits in oral language, academic vocabulary and reading readiness. This is verified through District gathered demographic data.

Writing

Fairview has not been utilizing a consistent writing program. We have not been engaging students in understanding what proficient writing looks like. We have not provided exemplars of proficient student writing. All of this has been verified by outside consultants hired through our school support team grant.

Our students' lack of proficiency in oral and academic language contributes to deficits in literacy development (both reading and writing). From a developmental standpoint, receptive skill development always precedes expressive skill development.

Math

Fairview has not been consistently utilizing a research-based math program. This has been verified by reports from teachers and from feedback provided by a District hired math consultant. Students have not always been engaged in monitoring or setting goals for their math progress.

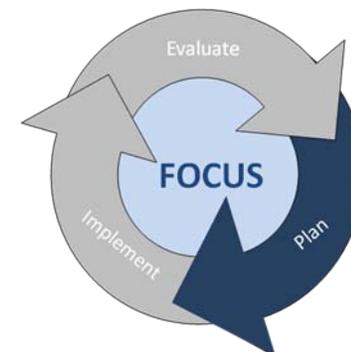
Concepts become increasingly complex and dependent on academic math language. Our students' lack of proficiency in oral and academic language contributes to delays in attaining math proficiency.

Section IV: Action Plan(s)

This section focuses on the “plan” 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. 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 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. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). 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 below.



Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	3 rd : From 31% to 55% P/A. 4 th : From 33% to 55% P/A. 5 th : From 39% to 55% P/A.	The percentage P/A in all grades will increase by 10% compared to 2011 scores.	DIBELS, running records, Scantron performance, CARS, rate of student level movement/learning target achievement.	Professional development and coaching in effective instructional strategies. Building-wide formative checks of student progress, with accompanying data analysis, completed on common cycle calendar Interventions for struggling learners Student goal setting, to include monitoring and tracking progress
		M	3 rd : From 49% to 65% P/A. 4 th : From 47% to 65% P/A. 5 th : From 33% to 55% P/A.	The percentage P/A in all grades will increase by 10% compared to 2011 scores.	Fluency assessments, Scantron performance, Scantron achievement, rate of student level movement/learning target achievement.	
		W	3 rd : From 13% to 55% P/A. 4 th : From 12% to 55% P/A. 5 th : From 31% to 55% P/A.	The percentage P/A in all grades will increase by 10% compared to 2011 scores.	Write From the Beginning rubric scores, Scantron performance, rate of student level movement/learning target achievement.	
		S	5 th : From 22% to 55% P/A.	The percentage P/A in all grades will increase by 10% compared to 2011 scores.	Foss unit assessments, rate of student level movement/learning target achievement.	
	AYP (Overall and for each disaggregated groups)	R	From 86.66% to 94.23% PP/P/A	Maintain 94.23% PP/P/A	DIBELS, running records, Scantron performance, CARS, rate of student level movement/learning target achievement.	
		M	From 91.47% to 94.54% PP/P/A	Maintain 94.54% PP/P/A	Fluency assessments, Scantron performance, Scantron achievement, rate of student level movement/learning target	

					achievement.
Academic Growth	Median Student Growth Percentile	R	From 36 th to 55 th percentile	From 51 st to 65 th percentile	Same as above
		M	From 36 th to 55 th percentile	From 51 st to 65 th percentile	Same as above
		W	From 32 nd to 55 th percentile	From 48 th to 65 th percentile	Same as above
Academic Growth Gaps	Median Student Growth Percentile	R	Free/Reduced: 36 th to 55 th %ile Minority: 34 th to 55 th %ile Disabilities: 33 rd to 55 th %ile ELL: 34 th to 55 th %ile Catch Up: 37 th to 55 th %ile	Free/Reduced: 51 st to 65 th %ile Minority: 49 th to 65 th %ile Disabilities: 49 th to 65 th %ile ELL: 49 th to 65 th %ile Catch Up: 51 st to 65 th %ile	Same as above
		M	Free/Reduced: 35 th to 55 th %ile Minority: 36 th to 55 th %ile Disabilities: 28 th to 55 th %ile ELL: 36 th to 55 th %ile Catch Up: 40 th to 52 nd %ile	Free/Reduced: 50 th to 65 th %ile Minority: 51 st to 65 th %ile Disabilities: 47 th to 65 th %ile ELL: 51 st to 65 th %ile Catch Up: 52 nd to 65 th %ile	Same as above
		W	Free/Reduced: 31 st to 55 th %ile Minority: 31 st to 55 th %ile Disabilities: 25 th to 55 th %ile ELL: 30 th to 55 th %ile Catch Up: 31 st to 55 th %ile	Free/Reduced: 48 th to 65 th %ile Minority: 48 th to 65 th %ile Disabilities: 45 th to 65 th %ile ELL: 48 th to 65 th %ile Catch Up: 48 th to 65 th %ile	Same as above

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 identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) 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, 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/restructuring under Title I (see pre-populated report on p. 2), 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: Continue to implement and refine the Districtwide systemic implementation of our Learner-Centered, Standards-based System across the district.

Root Cause(s) Addressed:

- 1.0** Current districtwide progress monitoring structures are not effectively impacting/improving/guiding: instructional practices, PLCs, data analysis, leadership, accountability, assessments, and professional development.
- 2.0** Lack or very limited monitoring of systemic evidence-based instructional models with clearly defined expectations, focused coaching and systematic monitoring of progress toward effective instruction and learning for every student.
- 3.0** Lack of deep understanding and implementation of the District’s Learner-centered instructional model.
- 4.0** Have not defined what “success” is and how to measure it.
- 5.0** Lack of clearly defined and aligned expectations, proficiency and consistent use of measures to determine progress/impact.

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

- State Accreditation
 Title IA Program Improvement/Corrective Action Plan
 Title IIA (2141c)
 Title III (AMAOs)
 Dropout/Re-engagement Designation
 Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Shared Vision Revitalize vision each year at District, School and Classroom Convene a taskforce of stakeholders (teachers, parents, community leaders) to revitalize district shared vision and action steps to achieve shared vision Community and parent input into our shared vision to align with the Title I and Title III parent involvement	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget and TDIP	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)

requirements.				
Leadership Training on evaluation, communication and cultural proficiency Deepening understandings of an authentic Learner-centered, Standards-based System aligned with the DSAT (District Self- Assessment Tool) and SSAT (School Self- Assessment Tool)	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget/ Title IIA \$300,000	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Standards-based Design: Measurement Topics & Learning Targets Begin implementing the newly aligned LT's and instructional resources to new state standards and common core	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Standards-based Design: Instruction Focus on continued development and implementation of a research- based instructional model aligned to SBS Provide professional development to deepen Learner-centered instructional practices and proficiency for all students Continue creation of student and teacher exemplars Implement instructional protocols and processes to monitor implementation of instructional strategies	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget/Title IIA \$200,000	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Standards-based Design: Assessment & Evaluation of Results Create preassessments and common assessments with appropriate training Realign MTA's with new standards	Year 1: August 2011 – August 2012	Director of Assessment & Instructional Technology	Local General Budget	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Standards-based Design: Recording & Reporting Enhance and refine current system Integrate all data systems Deepen understandings of Data Driven Dialogue and use of data walls	Year 1: August 2011 – August 2012	Director of Assessment & Instructional Technology	Local General Budget/Title IIA \$100,000	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Continuous Improvement Develop clear guidelines and timelines for changes Clear communication plans and protocols Develop cycle times aligned to Strategic Plan and accountability requirements.	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)

Major Improvement Strategy #2: Provide coaching and professional development in formative data practices and reading comprehension; provide interventions to struggling readers; use building wide/common data cycles for formative checks of reading progress; and have students set goals for their reading fluency and comprehension progress. **Root Cause(s) Addressed:** Inconsistent/infrequent formative checks of student reading progress, lack of knowledge about accelerating reading growth and about effective reading comprehension strategies, lack of student engagement in and awareness of reading progress.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Professional development and coaching for teachers in formative reading practices, accelerating reading growth, and teaching reading comprehension	August 2011 to April 2012	Principals Coach Reading and Data consultants Teachers Students	School support team grant, Title 1 allocated funds, ARRA funds \$90,000 ENI Program and Coaching TIG Funds	Classroom walk throughs to monitor incorporation of coaching into instructional practice. Efficient Data Analysis are facilitated using a computer based management system.
Instructional Coach: Will allow for additional support for teachers around task analysis, how to work well with both adult and student learners and improve methodology in using research based interventions.	September 2011 to June 2012	Principal Building Leadership Team Instructional Coach	\$93,600 TIG Funds to cover salary and benefits of the Instructional Coach	An Instructional Coach will allow for mentoring/coaching of staff members to improve student achievement.
Data cycles: All students will be assessed on a building prescribed cycle: every 20 days with running records and DIBELS. Data will be analyzed by level teams, teachers, and interventionists, with appropriate adjustments made on an ongoing basis to student grouping, more intensive support, and resources. Reading fluency and comprehension will also be checked on a more summative, benchmark basis in	September 2011 to June 2012	Teachers, coach, building leadership, teacher teams	BLT provided cycle calendar, school provides testing guidelines and resources, DIBELS subscription paid by District, other formative assessments through District (Scantron) and building funds (CARS),	Building-wide, common formative checks of reading progress, assessed and reported every 20 calendar days.

September, January, and May (DIBELS, Scantron Performance Series, CARS).			building reading budget funds to pay for DIBELS progress monitoring booklets, Title 1 para to do data entry	
Collaboration: Teachers and School Administration will collaborate during planned time to discuss and monitor student achievement.	September 2011 to June 2012	Principal Instructional Coaches Staff	\$4,352 TIG Funds to provide a floating sub-salary/benefits	Increase in teacher interpretation of assessment data to plan instruction and intervention groups.
Interventionists: Students who are identified as needing more intensive support will be provided additional, small group or individualized instruction.	September 2011 to June 2012	Title 1 staff, ELL staff, Special Ed staff, Instructional Coach	No additional funding	Interventionists provide progress data for all students receiving pull-out intervention, to follow building data cycles. To include analysis of data and showing evidence of adjustment of instruction or resources when necessary to ensure intervention effectiveness.
Professional Development: Three additional hours per month of PD to support collaboration with Instructional Coaches, allow for staff to develop methods of implementations of coaching recommendations.	September 2011 to June 2012	Principal Staff Instructional Coaches	\$23,535 TIG Funds for substitutes \$2,667 TIG Funds for substitute teacher salaries/benefits	Increase in teacher interpretation of assessment data to plan instruction and intervention groups
I-pods: Students use I-Pods to practice reading fluency and to hear models of fluent readers.	September 2011 to June 2012	Classroom teachers	I-Pods provided by District through technology grant	Benchmark DIBELS fluency tests, given in September, January, and May.
Student Goal Setting: Students will set reading goals for fluency and comprehension and will monitor and track their progress toward those goals. This will be done using DIBELS assessments and learning target completion.	September 2011 to June 2012	Classroom teachers and students	No extra funding needed	Teacher checklist of student goal setting and accompanying DIBELS progress charts.
Materials: Give support by assisting by providing appropriate materials to teachers	September 2011 to June 2012	Principal Classroom	\$10,000 TIG Funds to purchase additional materials, supplies,	Purchase of materials will provide the necessary material for the fidelity of the math and literacy

	2012	Teachers Instructional Coaches	refreshments.	programs
Technology: The teacher will integrate 21 st century technology skills into their daily lesson plans to improve student achievement	September 2011 to June 2012	Classroom Teachers	\$112,000 to purchase 7 classroom I-Pads sets \$5,000 to purchase apps for the I-Pads \$6,000 to purchase 15 LCD projectors \$9,000 to purchase 15 document cameras	Technology will allow for large and small group instruction for differentiation which will show an increase in student achievement.

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #3: Implement Write From the Beginning with fidelity, provide coaching and professional development in effective use of the program; use building wide/common data cycles for formative checks of writing progress; provide interventions to struggling writers, have students set goals for their writing progress/engage them in defining proficiency, provide writing exemplars. **Root Cause(s) Addressed:** Inconsistent/infrequent formative checks of student reading progress, lack of knowledge about accelerating reading growth and about effective reading comprehension strategies, lack of student engagement in and awareness of reading progress.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<p>Implement Write From the Beginning with Fidelity. This includes training staff in effective writing instruction practices and providing students with exemplars of proficient writing.</p>	<p>August 2011 to April 2012</p>	<p>Principals Coach District consultants Teachers</p>	<p>District provides ongoing training. Building identifies team of coach, 1 primary and 1 intermediate teacher to serve as trainers.</p>	<p>Building coach and principal conduct classroom walk throughs to monitor incorporation of training into instructional practice.</p> <p>Writing exemplars created and housed in exemplar notebook.</p> <p>In January and May, conduct grade level interrater reliability scoring comparisons to ensure effective implementation of the program and of what constitutes proficient writing.</p>
<p>Provide coaching and professional development in formative data practices, engaging students in defining proficiency.</p>	<p>August 2011 to April 2012</p>	<p>Principals Coach Reading and Data consultants Teachers Students</p>	<p>School support team grant, Title 1 allocated funds, ARRA funds \$25,000 TIG Funds for Data/formative coach Salary</p>	<p>Building coach and principal conduct classroom walk throughs to monitor incorporation of training into instructional practice.</p> <p>A Data/Formative Coach will allow for mentoring/coaching of staff members to improve student achievement.</p>

Data cycles: All students will be assessed on a building prescribed cycle: every 25 days for writing using the Write From the Beginning scoring rubrics. Data will be analyzed by level teams, teachers, and interventionists, with appropriate adjustments made on an ongoing basis to student grouping, more intensive support, and resources. Writing progress will also be checked on a more summative, benchmark basis in September, January, and May (Scantron Performance Series and CARS).	September 2011 to June 2012	Teachers, coach, building leadership, teacher teams	BLT provided cycle calendar, school provides testing guidelines and resources, WFTB teacher notebooks	Building-wide, common formative checks of reading progress, assessed and reported every 25 calendar days.
Conferences: The School Administration, Instructional Coaches and Building Leadership Team will attend conferences to learn strategies to improve student achievement	September 2011 to June 2012	Principal Building Leadership Team Instructional Coaches	\$20,000 TIG Funds to purchase Registration Fees, traveling, housing expenses	The school Admin, BLT and Coaches will plan, implement and monitor research based instructional strategies.
Interventionists: Students who are identified as needing more intensive support will be provided additional, small group or individualized instruction.	September 2011 to June 2012	Title 1 staff, ELL staff, Special Ed staff	No extra funding needed	Interventionists provide progress data for all students receiving pull-out intervention, to follow building data cycles. To include analysis of data and showing evidence of adjustment of instruction or resources when necessary to ensure intervention effectiveness.
Student Goal Setting: Students will set goals for writing and will monitor and track their progress toward those goals. This will be done using the WFTB rubric and learning target completion.	September 2011 to June 2012	Classroom teachers and students	No extra funding needed	Teacher checklist of student goal setting and accompanying WFTB progress charts.
Additional Instructional: Before/After school program will provide additional math and literacy instructional time for targeted students	September 2011 to June 2012	Principal Teachers	\$1,252 TIG Funds for salary and benefits of 2 teachers	Afterschool program will identified Targeted students for additional instructional time. Assessments will be used to assess effectiveness of

				program.
--	--	--	--	----------

Major Improvement Strategy #4: Use Everyday Math program and resources with fidelity. Provide professional development in effective math instructional practices. Provide coaching and professional development in formative practices. Use building wide/common data cycles for formative checks of math progress, provide interventions to struggling students, have students set goals for their math progress. **Root Cause(s) Addressed:** Lack of research-based math resources, inconsistent/infrequent formative checks of student reading progress, lack of knowledge about accelerating math growth, lack of student engagement in and awareness of math progress.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Use Everyday Math program with fidelity.	September 2011 to June 2012	Teachers Coach	Building provides math journals and texts, district provides training	Building coach and principal conduct classroom walk throughs to monitor incorporation of training into instructional practice. Writing exemplars created and housed in exemplar notebook. In January and May, conduct grade level interrater reliability scoring comparisons to ensure effective implementation of the program and of what constitutes proficient constructed responses in math.
Provide professional development in effective math instructional practices and in effective math formative data practices.	September 2011 to June 2012	Coach Data Consultant District Math	School improvement grant, Title 1 allocated funds	Building coach and principal conduct classroom walk throughs to monitor incorporation of training into instructional practice.

		Consultant		
Data cycles: All students will be assessed on a building prescribed cycle: every 30 days for math using math fluency tests. Data will be analyzed by level teams, teachers, and interventionists, with appropriate adjustments made on an ongoing basis to student grouping, more intensive support, and resources. Math progress will also be checked on a more summative, benchmark basis in September, January, and May (Scantron Performance Series and Scantron Achievement Series).	September 2011 to June 2012	Teachers, coach, building leadership, teacher teams	BLT provided cycle calendar, school provides testing guidelines and resources	Building-wide, common formative checks of reading progress, assessed and reported every 30 calendar days.
Interventionists: Students who are identified as needing more intensive support will be provided additional, small group or individualized instruction.	September 2011 to June 2012	Title 1 staff, ELL staff, Special Ed staff	No extra funding needed	Interventionists provide progress data for all students receiving pull-out intervention, to follow building data cycles. To include analysis of data and showing evidence of adjustment of instruction or resources when necessary to ensure intervention effectiveness.
Student Goal Setting: Students will set goals for math fluency and will monitor and track their progress toward those goals. This will be done using the math fluency charts and learning target completion.	September 2011 to June 2012	Classroom teachers and students	No extra funding needed	Teacher checklist of student goal setting and accompanying Everyday Math progress charts.

Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2011-2012

Organization Code: 0070 District Name: WESTMINSTER 50 School Code: 3144 School Name: FRANCIS M. DAY ELEMENTARY SCHOOL

This Unified Improvement Plan is a work in progress. Frequent updates and additions are made to this plan. It is very important to note that F.M. Day's Unified Improvement Plan mirrors the school's Tiered Intervention Grant. The Tiered Intervention Grant and Unified Improvement Plan for F.M. Day work in concert for the betterment of student achievement at F.M. Day. Items highlighted in light blue are leftover from last year's final UIP revision and will be updated soon or when needed information becomes available.

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. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference 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		'10-11 School Results		Meets Expectations?		
		1-year	3-years	1-year	3-years			
	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	29.6%	30.2%	Does Not Meet	
		Math	70.9%	70.1%	29.8%	30.3%	Does Not Meet	
		Writing	53.5%	54.8%	25.5%	22.3%	Does Not Meet	
		Science	47.5%	45.4%	14.9%	11%	Does Not Meet	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 24			% of targets met by School: 79.17%		Reading	No
						Math	No	
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math		Median Adequate SGP	Median SGP				
		Reading	54	45/55	Median SGP: 46	Does Not Meet		

	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	Math	75	45/55	Median SGP: 48	Does Not Meet
		Writing	65	45/55	Median SGP: 45	Does Not Meet

* 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, disaggregated group 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		Meets Expectations?
Academic Growth Gaps	<p>Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks 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 and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: Does Not Meet
Post Secondary Readiness	<p>Graduation Rate Expectation: 80% or above</p>	80% or above		N/A		N/A
	<p>Dropout Rate Expectation: At or below State average</p>	1-year 3.6%	3-years 3.9%	1-year N/A	3-years N/A	N/A
	<p>Mean ACT Composite Score Expectation: At or above State average</p>	1-year 20	3-years 20.1	1-year N/A	3-years N/A	N/A

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)	Turnaround	Once the plan type for the school has been finalized, this report will be re-populated in November 2010. Specific directions will be included at that time. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or	Title I school missed same AYP target(s) for at least two	Corrective Action for	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required

Corrective Action (Title I)	consecutive years**	Reading, Restructuring Planning for Math	elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
-----------------------------	---------------------	---	---

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.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	Yes. 9/26/2008
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Yes. Expedited review conducted December 9-11, 2009
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

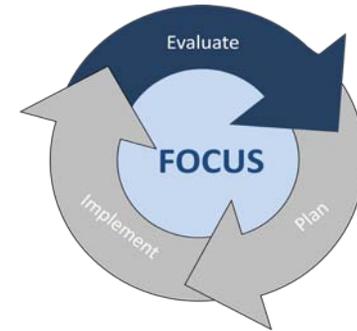
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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	Chadwick Anderson- Principal
	Email	Canderson@adams50.org
	Phone	(303) 657-3834
	Mailing Address	1740 Jordan Dr. Denver, CO 80221
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. 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 four 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 performance reports and are expected 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 step two.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on SchoolView (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
<ul style="list-style-type: none"> • Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some

clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. 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. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. 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 priority 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 (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple 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. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will 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)	<p>CSAP Reading results show 37% proficient and advanced 3rd graders in 2009. The same group as 4th graders in 2010 again scored 37% P&A and in 2011 this cohort scored 39%P&A. In 2011 the school saw P&A reading scores improve from 2010 both in 3rd grade (20-27%) and in 5th (22-39%) 3rd and 5th grade CSAP reading % P&A has been below the district average for 5 years. 2010 4th grade CSAP %P&A exceeded the district average for the 1st time since 2004 then in 2011 fell below once more. 2010 Scantron Performance Series reading gains results show 2nd grade 15 points below the national mean, 3rd grade 119 points above the national mean, 4th grade 91 points above and 5th grade 88 points above. In addition to Scantron the school has utilized DIBELS, District Reading Assessment, and LLI</p>	<p>Reading achievement across all grade-levels and all disaggregated groups over 6 years is persistently less than 40%P&A, well below the state average and in most cases below the district average.</p>	<p>The school has not consistently utilized research-based instructional strategies in the 5 components of reading.</p> <p>Inefficient management and use of building time, resources, and instructional improvement efforts.</p> <p>We are not consistently providing instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor)</p> <p>We are not consistently working to calculate individual student’s gaps, working with students to establish ‘catch up’ goals, and using frequent</p>

	<p>Benchmark Assessment.</p> <p>CSAP writing results show 17% proficient and advanced 3rd graders in 2009. The same group as 4th graders in 2010 scored 29% P&A then as 5th graders in 2011 scored 39% P&A. Writing achievement improved from 2010 in both 3rd grade (20-27%) and 5th grade (14-39%). 5th grade P&A writing exceeded the district average by 6% in 2011. The school has seen 3 years of inconsistent results for CSAP writing at all grade levels. 3rd: 17% P&A in 2009, 9% in 2010 and 14% in 2011. 4th: 16% P&A in 2009, 29% in 2010 and 22% in 2011. 5th: 33% P&A in 2009, 14% in 2010 and 39% in 2011. 2010 Scantron Performance Series Language Arts gains results show 2nd grade 4 points above the national mean, 3rd grade 69 points above the national mean, 4th grade 31 points above and 5th grade 1 point above. In addition to Scantron the school has also looked at District Writing Assessment, CSAP Released Items and 1-to-1 student conferencing and goal-setting.</p>	<p>Writing achievement across all grade-levels and all disaggregated groups over 3 years is persistently less than 30% P&A, well below the state average and in all cases but 4th grade in 2010, below the district average.</p>	<p>assessment to monitor progress.</p> <p>We have not been engaging students in understanding proficiency and we have not provided exemplars of proficient work.</p> <p>Inefficient management and use of building time, resources, and instructional improvement efforts.</p> <p>We are not consistently providing instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor)</p> <p>We are not consistently working to calculate individual student's gaps, working with students to establish 'catch up' goals, and using frequent assessment to monitor progress.</p>
	<p>CSAP math results show inconsistency with the same cohort of students over 3 years. In 2009 36% of 3rd graders scored P&A, in 2010 42% of 4th graders scored P&A and in 2011 39% of 5th graders scored P&A on CSAP math. 4th grade %P&A has declined in CSAP math from 42% in 2010 to 25% in 2011. The school has seen 3 years of inconsistent as well as below district average results for CSAP math in all grade levels" 3rd: 36% P&A in 2009, 20% in 2010 and 22% in 2010. 4th: 24% P&A in 2009, 42% in 2010 and 25% in 2011. 5th: 28% P&A in 2009, 19% in 2010 and 39% in 2011. 2010 Scantron Performance Series math gains results show 2nd grade 72 points above</p>	<p>Math achievement across all grade-levels and all disaggregated groups over 3 years is persistently less than 40% P&A except for 4th grade showing 42% in 2010, well below the state average and in all cases but 4th grade in 2010, below the district</p>	<p>Inefficient management and use of building time, resources, and instructional improvement efforts.</p> <p>We are not consistently providing instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor)</p> <p>We are not consistently working to calculate individual student's gaps, working with students to establish 'catch up' goals, and using frequent assessment to monitor progress.</p>

	<p>the national mean, 3rd grade 47 points above the national mean, 4th grade 33 points above and 5th grade 38 points below. In addition to Scantron the school is examining teacher-created pre and post assessments and EDM End of Unit Tests and observational data of skill practice.</p>	<p>average.</p>	
	<p>Although over the last 4 years 5th grade CSAP scores for science have increased slightly (3% P&A in '08, 7% P&A in '09 and 11% P&A in 2010 and 15% in 2011), they are still well below state and district averages.</p>	<p>CSAP Science results are consistently far below state and district averages.</p>	<p>Until this school year there was not a consistent science curriculum at the school and sufficient time was not allotted during the school day for the instruction of science. This year the district has adopted FOSS kits and teachers have been trained to instruct the science curriculum using the FOSS program.</p>
Academic Growth	<p>The school's overall median growth percentile increased in all areas, from 36 in '10 to 46 in 2011 in reading, from 28 to 48 in math and from 28 to 45 in writing.</p>	<p>Median Student Growth Percentiles in math for grades 4 & 5 and all disaggregated groups are below 30 and have declined significantly from 2009.</p>	<p>We are not consistently working to calculate individual student's gaps, working with students to establish 'catch up' goals, and using frequent assessment to monitor progress.</p>
	<p>2011 growth results show only 14% of 4th graders catching up in reading, 24% in writing and 13% in math. This is a significant decline from 2010 4th grade catch up data. On the contrary, In 5th grade 38% showed catch up growth in reading, 36% in writing and 24% math. This is an improvement in 5th grade catch up data from 2010.</p>	<p>Catch-up growth in all areas for all disaggregated groups is well below the target of 65%</p>	<p>Limited use of assessment to frequently inform instruction.</p>
Academic Growth Gaps	<p>Our ELL students' growth percentile dropped significantly in all areas from 2009 to 2010. Reading from 58 to 40, writing from 40 to 33,</p>	<p>Last year English language learners (making up 75% of</p>	<p>A lack of consistently implemented ELL strategies across all contents.</p>

	<p>math from 47 to 28.</p> <p>ELL, Hispanic and economically disadvantaged students make up such a majority of the school population that groups outside these categories become statistically insignificant.</p>	<p>the student population) had median growth percentiles below 40 in all areas</p>	
	<p>A significant growth gap between males and females in 8 out of 10 CSAP tests has been identified. Girls outperformed boys at the school (in some cases, very significantly, ex. 5th writing girls: 50% P&A, boys 25% P&A) in all contents and across all grade levels with the exception of 4th grade math: girls 11% P&A, boys 38% and science: girls 13% P&A, boys 17%. By contrast boys outperformed girls in median growth percentile in reading, 50 to 43 and writing, 46 to 38.</p>	<p>Over the last 3 years females have consistently outperform males in reading and writing growth</p>	<p>A lack of high-interest reading material for boys. Inconsistencies in instructional strategies and structures designed to engage boys and motivate them to excel in the areas of reading and writing.</p>
Post Secondary Readiness	N/A	N/A	N/A

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education

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

<p>Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?</p>		<p>Root Cause Analysis: Why do we think our school's performance is what it is?</p>		<p>Verification of Root Cause: What evidence do you have for your conclusions?</p>
--	--	--	--	---

Narrative:

Although 7 out of 10 CSAP tests improved from 2010 to 2011, F.M. Day remains a consistently low performing school with CSAP achievement and growth results over the last 3 years consistently below state averages and very frequently below district averages. Our 3rd and 5th grade reading writing and math scores have gone up across all groups between 2010 and 2011. An increase in overall median growth percentiles in all areas is an encouraging sign that the school is going in the right direction. Unfortunately, 4th grade CSAP achievement (percentage proficient and advanced) results from 2011 showed a decline in all areas—from 37%P&A in reading to 18%, from 29%P&A to 22% in writing and from 42%P&A to 25% in math. These are the 3 of 10 CSAP tests that dropped in 2011 and are cause for great concern and decisive action. A very significant increase in % P&A for 5th grade writing occurred from 2010 to 2011, 14%P&A to 39% as well as 5th grade math, from 19%P&A to 39%. An increase in percentage proficient and advanced was noted with our 3rd grade reading scores increasing from 20% P&A in 2010 to 27% in 2011. These upward trends are a result of “pockets of success” among our intermediate classes. Teachers of these groups of students have been charged with sharing their successful strategies, systems, structures and tools with the rest of the staff. A system is now in place by which subs will be brought in periodically to relieve teachers to observe in these classrooms and have subsequent collaborative sessions designed to replicate the success we’ve seen in those areas.

CSAP Achievement Summary:

	2009	2010	2011		2009	2010	2011		2009	2010	2011		2009	2010	2011
Reading				Writing				Math				Science			
3rd	37	20	27	3rd	17	9	14	3rd	36	20	22	3rd	N/A	N/A	N/A
4th	28	37	18	4th	16	29	22	4th	24	42	25	4th	N/A	N/A	N/A
5th	35	22	39	5th	33	14	39	5th	28	19	39	5th	7	11	15

The schools’ staff came together prior to the beginning of the school year for a full day data dig session. After a preliminary examination of trend data and overall scores, using the “5-Whys” protocol, teams of teachers drilled down into CSAP, CELA and Scantron Performance Series data to identify specific skills deficiencies among individual students. This provided classroom teachers and interventionists with a focus on what needs to be taught to whom. Data walls were created in accordance with what teachers verified to be student needs at the classroom level. Teachers examined pre assessment results, particularly in math to identify gaps and determine skill deficiencies. School and classroom examples of data walls were presented at District Accountability and Advisory Committee and feedback was garnered. School improvement outcomes (provided in section IV) are a result of this collaboration and data-driven dialog. Subsequent school leadership team discussions (11/10/10, 11/29/10, 3/17/11 and 3/21/11) as well as whole staff collaborative sessions (11/22/10 and 12/1/10) focused on root cause analysis have taken place to explicitly indentify the controllable factors impeding student growth and achievement at F.M. Day. The resulting root cause determinations (see above) have been laboriously deliberated by the Building Leadership Team as well as the greater staff and consensus has been reached that these are in fact the most prevalent changeable causes of poor performance at the school.

During the 2010-2011 school year our ELL and Title teachers taught targeted and differentiated literacy classes based on the need for the provision of intervention. Also, we focused on our cusp kids with Read to Achieve, and our boys have been a focus this year resulting from an achievement gap noted particularly in writing. In our intervention meetings we have looked at students who are 6 months or below in reading, but also looked at our students who are making no growth or very little growth on the DRA. These students have been placed into intervention groups utilizing the blended services model.

Title I Accountability Provisions:

- Parent Involvement/Communication
- Teacher/Paraprofessional Qualifications
- Coordination and Integration of Federal, State and Local Services and Programs

In many cases over the past several years off-task and even disruptive student behavior has interfered with learning and adversely affected student motivation to succeed. During the 2007-2008 school year there were 14 out-of-school suspensions; the following school year saw 29 and last year there were 39 along with 2 expulsions. Clearly student behavior has had a negative influence on academic growth and achievement at F.M. Day. Perhaps behavior is a root cause that should be included in every area of the above matrix. In an effort to mitigate this disturbing trend the school's staff and stakeholders have pulled together to improve the behavioral climate at the school. Prior to the official start of the school year staff came together for a day-long retreat/workshop to collaborate around solutions to this issue. A common code of conduct was determined and the school's shared vision was reinvented. Common classroom management strategies and practices were agreed upon. Based upon the work done at this retreat an SBS Squared (Supporting behavior successfully in a standards-based system) committee has been formed and meets every other week. This committee planned and implemented a series of school-wide mini lessons to provide students and staff with universal behavioral interventions. "Bulldog Basic Training" took place during the 1st week of school and will recur as needed as well as after winter and spring intermission. At the point of this UIP revision (December 6, 2010) there have been only 2 suspensions during the current school year.

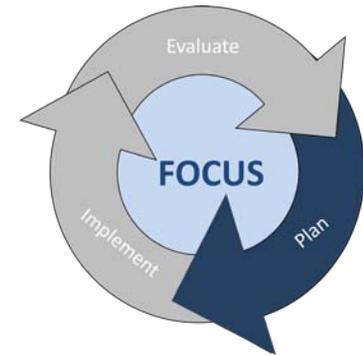
The school is currently in the 2nd year of implementation of a learner-centered, standards based instructional system. Professional development over the last two years has primarily been focused on systems and structures (computer applications, tools, new curricula, schedules, etc.) to make this lofty reform work. In focusing our professional development efforts on systems and structures, we have lost focus on that which is proven to bring about improvements in student achievement, quality instruction. This year we are placing primary and number one priority importance on best instructional practices and strategies that have been proven effective with our population of students.

Section IV: Action Plan(s)

This section focuses on the “plan” 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. 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 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. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). 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 below.



Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	3 rd : From 20% P&A in 2010 to 45.8% in 2011 4 th : From 37% P&A in 2010 to 54.3% in 2011 5 th : From 22% P&A in 2010 to 46.8% in 2011.	3 rd : From 27% P&A in 2011 to 71.6 % in 2012 4 th : From 54.3% P&A in 2011 to 71.6 % in 2012 5 th : From 46.8% P&A in 2011 to 71.6 % in 2012	August, December and May administration of A-DRA , Teacher-made formative assessments, Scantron performance series, Measurement Topic Assessments (Scantron), DIBELS pre and post administration, class rubrics, LLI Benchmark Assessment	Provide effective research based core instruction developed through frequent job-embedded professional development to include making available, analyzing, and using exemplars to engage students and teachers in understanding proficient work
		M	3 rd : From 20% P&A in 2010 to 45.45% in 2011 4 th : From 42% P&A in 2010 to 56.45% in 2011 5 th : From 19% P&A in 2010 to 44.95% in 2011	3 rd : From 45.45% P&A in 2011 to 70.9% in 2012 4 th : From 56.45% P&A in 2011 to 70.9% in 2012 4 th : From 44.95% P&A in 2011 to 70.9% in 2012	Scantron Item bank level pretests, formative classroom assessments Everyday Math tests, Math Scantron Performance Assessment, (Fall and Spring), class rubrics, Measurement Topic Assessment- periodic (Scantron)	Provide instructional practices and resources to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor)
		W	3 rd : From 9% P&A in 2010 to 31.25% in 2011	3 rd : From 31.25% P&A in 2011 to 53.5% in 2012	Write From The Beginning rubrics and	Provide effective research based core

			4 th : From 29% P&A in 2010 to 41.25% in 2011 5 th : From 14% P&A in 2010 to 33.75% in 2011	4 th : From 41.25% P&A in 2011 to 53.5% in 2012 5 th : From 33.75% P&A in 2011 to 53.5% in 2012	scoring guides, District Writing Assessment (pre mid and post), Literacy Measurement Topic Assessments, Language Arts (Scantron) Performance Assessment Series (Fall and Spring) CSAP released item writing rubrics	instruction developed through frequent job-embedded professional development to include making available, analyzing, and using exemplars to engage students and teachers in understanding proficient work
		S	5 th : From 11% P&A in 2010 to 29.25% in 2011	5 th : From 29.25% P&A in 2011 to 47.5% in 2012	FOSS kit unit assessments, class rubrics	Implementation of the school wide curriculum, FOSS. Continued professional development around best practices in instruction to support science.
	AYP (Overall and for each disaggregated groups)	R	88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	August, December and May administration of A-DRA , Teacher-made formative assessments, Scantron performance series, Measurement Topic Assessments (Scantron), DIBELS pre and post administration, class rubrics	Implement efficient management and use of building time, resources, and instructional improvement efforts in the Transformational Model of School Improvement.
		M	89.09% of all students and of each disaggregated group will be PP and above	94.54% of all students and of each disaggregated group will be PP and above	Scantron Item bank level pretests, formative classroom assessments	

			OR will show a 10% reduction in percent of students scoring non-proficient.	OR will show a 10% reduction in percent of students scoring non-proficient.	Everyday Math tests, Math Scantron Performance Assessment, (Fall and Spring), class rubrics, Measurement Topic Assessment- periodic (Scantron)	
Academic Growth	Median Student Growth Percentile	R	Overall growth in CSAP reading will improve. The median SGP will increase from 39 in 2010 to 47 in 2011. 80% of our students who are nonproficient in reading will have high growth (65th percentile and above)	Overall growth in CSAP reading will improve. The median SGP will increase from 47 in 2010 to 55 in 2012. 80% of our students who are nonproficient in reading will have high growth (65th percentile and above)	August, December and May administration of A-DRA , Teacher-made formative assessments, Scantron performance series, Measurement Topic Assessments (Scantron), DIBELS pre and post administration, class rubrics	Provide instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor)
		M	Overall growth in CSAP math will improve. The median SGP will increase from 35 in 2010 to 45 in 2011. 75% of our students who are nonproficient in math will have high growth (65th percentile and above)	Overall growth in CSAP math will improve. The median SGP will increase from 45 in 2010 to 55 in 2012. 75% of our students who are nonproficient in math will have high growth (65th percentile and above)	Scantron Item bank level pretests, formative classroom assessments Everyday Math tests, Math Scantron Performance Assessment, (Fall and Spring), class rubrics, Measurement Topic Assessment- periodic (Scantron)	
		W	Overall growth in CSAP writing will improve. The median SGP will increase from 34 in 2010 to 44.5 in 2011. 80% of our students who are nonproficient in writing will have high growth (65th	Overall growth in CSAP writing will improve. The median SGP will increase from 44.5 in 2011 to 55 in 2012. 80% of our students who are	Write From The Beginning rubrics and scoring guides mid-year, District Writing Assessment (pre mid and post), Literacy Measurement Topic	Training and full implementation of Write From the Beginning curriculum. Focused collaborative sessions around the writing process,

			percentile and above)	nonproficient in writing will have high growth (65th percentile and above)	Assessments, Language Arts (Scantron) Performance Assessment Series (Fall and Spring) and 2011 CSAP Writing (3 rd , 4 th , and 5 th graders)	scoring student work and an examination of building exemplars
Academic Growth Gaps	Median Student Growth Percentile	R	The growth gap between girls and boys in CSAP reading will be narrowed from 16 SGP to 5	The academic growth gap between girls and boys in CSAP reading will be entirely eliminated so that median growth percentile will be equal for both boys and girls	August, December and May administration of A-DRA , Teacher-made formative assessments, Scantron performance series, Measurement Topic Assessments (Scantron), DIBELS pre and post administration, class rubrics	Provide high-interest materials and incentives for boys to be engaged and increase literacy performance. Our cultural literacy (specials) team provides intervention 3times per week, 40 minutes per session to a targeted group of at-risk male students
		M	There are no significant gaps in Median Student Growth Percentile in the area of math.	N/A	N/A	N/A
		W	The growth gap between girls and boys in CSAP writing will be narrowed from 25 SGP to 10	The academic growth gap between girls and boys in CSAP writing will be entirely eliminated so that median growth percentile will be equal for both boys and girls	Write From The Beginning rubrics and scoring guides mid-year, District Writing Assessment (pre mid and post), Literacy Measurement Topic Assessments, Language Arts (Scantron) Performance Assessment Series (Fall and Spring) and 2011 CSAP Writing (3 rd , 4 th ,	Provide incentives for boys to be engaged and increase writing performance. Conduct a book study among literacy teachers of Ralph Fletchers work, "Boy Writers." Building-wide collaboration around tools and strategies espoused in the book.

				and 5 th graders)	
Post Secondary & Workforce Readiness	Graduation Rate	N/A			
	Dropout Rate	N/A			
	Mean ACT	N/A			

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 identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) 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, 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/restructuring under Title I (see pre-populated report on p. 2), 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: Continue to implement and refine the Districtwide systemic implementation of our Learner-Centered, Standards-based System across the district.

Root Cause(s) Addressed:

- 1.0 Current districtwide progress monitoring structures are not effectively impacting/improving/guiding: instructional practices, PLCs, data analysis, leadership, accountability, assessments, and professional development.
- 2.0 Lack or very limited monitoring of systemic evidence-based instructional models with clearly defined expectations, focused coaching and systematic monitoring of progress toward effective instruction and learning for every student.
- 3.0 Lack of deep understanding and implementation of the District’s Learner-centered instructional model.
- 4.0 Have not defined what “success” is and how to measure it.
- 5.0 Lack of clearly defined and aligned expectations, proficiency and consistent use of measures to determine progress/impact.

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

- State Accreditation
 Title IA Program Improvement/Corrective Action Plan
 Title IIA (2141c)
 Title III (AMAOs)
 Dropout/Re-engagement Designation
 Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Shared Vision Revitalize vision each year at District, School and Classroom Convene a taskforce of stakeholders (teachers, parents, community leaders) to revitalize district shared vision and action steps to achieve shared vision Community and parent input into our shared vision to align with the Title I and Title III parent involvement requirements.	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget and TDIP	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Leadership Training on evaluation, communication and cultural proficiency	Year 1: August 2011 –	Chief Education Officer	Local General Budget/ Title IIA \$300,000	District Self-Assessment Tool (DSAT)

Deepening understandings of an authentic Learner-centered, Standards-based System aligned with the DSAT (District Self- Assessment Tool) and SSAT (School Self- Assessment Tool)	August 2012			School Self-Assessment Tool (SSAT)
Standards-based Design: Measurement Topics & Learning Targets Begin implementing the newly aligned LT's and instructional resources to new state standards and common core	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Standards-based Design: Instruction Focus on continued development and implementation of a research- based instructional model aligned to SBS Provide professional development to deepen Learner-centered instructional practices and proficiency for all students Continue creation of student and teacher exemplars Implement instructional protocols and processes to monitor implementation of instructional strategies	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget/Title IIA \$200,000	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Standards-based Design: Assessment & Evaluation of Results Create preassessments and common assessments with appropriate training Realign MTA's with new standards	Year 1: August 2011 – August 2012	Director of Assessment & Instructional Technology	Local General Budget	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Standards-based Design: Recording & Reporting Enhance and refine current system Integrate all data systems Deepen understandings of Data Driven Dialogue and use of data walls	Year 1: August 2011 – August 2012	Director of Assessment & Instructional Technology	Local General Budget/Title IIA \$100,000	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Continuous Improvement Develop clear guidelines and timelines for changes Clear communication plans and protocols Develop cycle times aligned to Strategic Plan and accountability requirements.	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)

Major Improvement Strategy #2: Implement efficient management and use of building time, resources, and instructional improvement efforts in the Transformational Model of School Improvement.

Root Cause(s) Addressed: Inefficient management and use of building time, resources, and instructional improvement efforts. The school has not consistently utilized research-based instructional strategies in the 5 components of reading. We are not consistently providing instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor)

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Undergo an Expedited Review	Review conducted December, 2009	Review Team	\$30,000 (Expedited review grant from CDE)	Expedited report delivered to district.
Identify characteristics and traits for hiring new staff – utilize newly developed district hiring rubric to attain best possible candidates.	By August 2010 and on-going for all new positions	Principal, hiring teams		Hiring rubric documentation, teacher retainment numbers at the end of each year
Identify immediate staff development needs to begin comprehensive instructional reforms in 2010-11 (prior to receipt of TIG funds)	By June, 2010	Principal, Building Leadership team and F.M. Day instructional staff		Staff development calendar incorporating implementation of identified strategies for 2010-11
Assign staff to provide leveled instruction in literacy and math to grades K-5.	By August, 2009	Instructional staff Principal, coach, Building Leadership Team		Data entered into Educate. Monitoring students moving levels when proficiency is reached. Principal observations. Level movement forms
Restructure support services (ELL, Title I, Sped, Read to Achieve,	By September 2, 2010	Intervention team, coach,		RTI forms, Tracking student progress

<p>Regular classroom) to ensure all students identified as at-risk in reading (CSAP, A-DRA and DIBELS) receive daily targeted small group instruction and extensive progress monitoring.</p>		<p>Instructional staff, principal, district Sped coordinator</p>		<p>thorough frequent assessment as depicted on data walls with no less than 6 week updates. Principal observations, provision of daily small group targeted instruction (percent meeting expectations)</p>
<p>Adjust planning and implementation efforts to align with TIG requirements</p> <ul style="list-style-type: none"> • Work with staff to revise UIP, 2010-11 initial student summative data, TELL Survey, and parent survey data to then plan for TIG RFP • Develop a leadership team to monitor UIP and TIG implementation and establish building student and teacher classroom 'look fors' (to include professional development through ENI) • Utilize a data dig with spring, 2011 CSAP, CELA, Scantron Performance series and DIBELS data to identify specific content level trends, confirm/adjust root cause analysis, and plan quarterly assessment administration 	<p>By October 2011 then on-going annually</p> <p>On-going throughout duration of the grant and into year 4</p> <p>On-going throughout duration of the grant and into year 4</p>	<p>Principal, Building Leadership Team, coach, ENI</p> <p>Principal, instructional staff, coaches</p>	<ul style="list-style-type: none"> • (6 staff, 4 hours per meeting, \$20/hr, 6 meetings = \$2880 salaries and \$518 benefits) training the BLT for sustainability \$2798 total TIG monies • (30 staff, 7 hours each, \$20/hr = \$4200 salaries and \$966 benefits)=\$5166 of \$15911 TIG Planning monies 	<ul style="list-style-type: none"> • Agendas, meeting minutes, time sheets, notes, UIP • Agendas, meeting minutes, time sheets, Walk through documents disseminated to staff • Agendas, time sheets, notes, UIP adjustments, assessment calendar
<p>Develop a building assessment team to develop content level quarterly data reporting forms,</p>		<p>Principal, ENI coach, instructional</p>	<ul style="list-style-type: none"> • \$500 + \$85 benefits=\$585 total benefits to 	<ul style="list-style-type: none"> • Quarterly reports to

<p>organize building data, report out to staff for quarterly data digs, and display on the building data wall in the main hallway</p> <ul style="list-style-type: none"> Confirm quarterly data measures in coordination with all TIG schools for reading, writing, math, science Utilize assessment team for quarterly assessments to ensure timeliness, validity, and reliability 	<p>By September 2011</p> <p>On-going throughout duration of the grant and phase out by year 4</p>	<p>coaches, 2 teachers</p>	<p>produce 6 benchmark assessments through Edperformance for math TIG monies</p> <ul style="list-style-type: none"> DIBELS next (general fund) 	<p>teachers, leadership, CDE</p> <ul style="list-style-type: none"> Data wall displays of reports and actions in the main hallway, newsletter and website
<p>Conduct quarterly assessments in literacy (comprehension/fluency – DIBELS next), math (core content Math assessments), Writing (Expository writing samples – WFTB), coordinated FOSS unit tests (Science)</p>	<p>August/Nov/Feb/May</p>	<p>Testing team</p>	<p>3 staff, 30 hours per quarter @ \$20/hr = \$7200 salaries and \$1224 benefits= \$8424 total TIG monies</p>	<p>Quarterly assessments will provide ongoing formative information to determine student progress in content areas.</p>
<p>Coordinate with all 5 district TIG schools to identify roles and responsibilities of our outside provider (ENI)</p> <ul style="list-style-type: none"> TIG Facilitator to oversee 5 school TIG implementation efforts and coordinate communication and requirements with CDE to include monitoring UIP goals through periodic visits and data collection by a Unified Plan external facilitator (ENI) 	<p>By September, 2011 and then on-going throughout 3 years of the grant (responsibility returned to building and learning services in year 4)</p>	<p>TIG principals, District –level leadership, ENI</p>	<ul style="list-style-type: none"> \$15,000 purchased service – F.M. Day contribution to package TIG monies 	<p>UIP progress reports to buildings, district and CDE at least quarterly, accurate, timely and effective management of grant accounts</p>
<p>Work with staff to develop a process for teacher evaluation to include student growth and on-</p>	<p>Implement by October 2011</p>	<p>Principal, Building Leadership Team, HR, ENI coach</p>		

<p>going collections of professional practice reflective of student achievement.</p> <ul style="list-style-type: none"> • Develop a process for identifying/recognizing teachers experiencing exceptional success as measured by student growth/achievement and develop a process for sharing this success with colleagues to further build capacity (review minimal each year to adjust and ensure alignment with SB 191) • Develop common expectations for frequency of observations, feedback, and summative evaluations • Coaching by provider (ENI) for principal in the use of classroom observation, reflective feedback, and evaluation processes to more effectively support teacher growth 	<p>On-going and throughout duration of grant – 4th year will have a usable process with minimal needs for refinement</p>		<ul style="list-style-type: none"> • Initial planning to develop processes (6 staff, 10 hours each, \$20/hour = \$1200 salaries and \$216 benefits)=total \$1416 TIG monies • Annual refinements (6 staff, 4 hours each, \$20/hour = \$480 salaries and \$86 benefits) 	<ul style="list-style-type: none"> • Teacher evaluation criteria, clearly communicated processes, evaluation awareness sign off sheets, observation and evaluation documentation
<p>Consistently communicate changes (TIG efforts) to all stakeholders, and provide multiple opportunities for stakeholder input.</p> <ul style="list-style-type: none"> • Monthly BAAC and PTA meetings • DAAC data wall gallery walks (Fall and Spring annually) 	<p>On-going throughout all 3 years and beyond grant funding</p>	<p>Principal, Building Leadership Team, BAAC members, PTA officials</p>	<p>\$500 for supplies – paper, data boards, printing supplies, etc. TIG monies</p>	<ul style="list-style-type: none"> • Agendas, minutes, sign in sheets, power vote posters, affinity diagrams, survey data, newsletters

<ul style="list-style-type: none"> • Periodic reports to the Board of Education • Website Turnaround section with on-going updates (beginning July 2011) • Monthly newsletters • Provision of information and use of affinity diagrams, power voting to gather feedback during monthly BAAC and PTA meetings • Further parent/community engagement activities are presented in Title 1 Accountability Provision #1 below 				
<p>Provide expanded learning opportunities for students extending beyond the traditional school day. These opportunities would focus on reading and writing outcomes and be implemented in a non-traditional format to capitalize on student interests and engagement. Semester tutoring program afterschool in library. Game-based reading support.</p>	<p>Beginning October 2011 and on-going throughout duration of the grant (all will continue into year, tutoring will be dependent on availability of additional funding source in year 4)</p>	<p>Center for Hearing, Speech, and Language (Fast Forward)</p>	<p>Approximately \$40,000 purchased services- TIG monies</p>	<p>Track number of students in each program. Attendance rosters. Pre/Post data reports from CHSL achievement reports.</p>
<p>Alignment of Core Content Standards with District learning targets and measurement topics</p>	<p>September 2011</p>	<p>Matt McManus-math consultant</p>	<p>District funds</p>	<p>Teachers have core content standards included in lesson plans that are aligned to D. 50 instructional levels. (Will be checked by principal during data conferences.)</p>

Electronic data records will be processed efficiently to ensure timely and accurate data for teachers to use for instructional planning.	Biweekly support beginning in September of 2010	ESP staff member	13/hr x 7 hours x 20 weeks = 1820 + 17% benefits = \$2130 TIG monies	Educate and Scantron data are aligned and available to teachers on a bi-weekly basis.
--	---	------------------	--	---

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #3: Provide effective research based core instruction and frequent job-embedded professional development sessions to include making available, analyzing and utilizing exemplars to engage students and teachers in understanding proficient work.

Root Cause(s) Addressed: We have not been engaging students in understanding proficiency and we have not provided exemplars of proficient work. Inefficient management and use of building time, resources, and instructional improvement efforts. The school has not consistently utilized research-based instructional strategies in the 5 components of reading.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<p>Coordinate with all 5 schools to identify roles and responsibilities of our outside provider (ENI)</p> <ul style="list-style-type: none"> ENI Instructional Coach <p>Provide job-embedded professional development focusing on rigorous instructional practices and high-yield strategies to improve reading instruction preK-5th grade.</p> <p>Year 1 – Coaching Principal/Staff Year 2 – Team coaching Year 3 – Peer coaching</p>	<p>Average of 1 coaching session weekly + attendance at bi-weekly staff meetings and tri-weekly data reviews as available</p>	<p>ENI coach Instructional coach Building principal</p>	<p>ENI – Cost for coaching + PD - \$90,000- TIG monies</p>	<ul style="list-style-type: none"> Training documents, meeting agendas, rosters and minutes, classroom/coaching ‘look fors’, quarterly reports
<p>Bring an additional instructional coach on staff to model instruction, co-teach, co-plan and bring consistency to the instructional delivery at the school. The coach would work with intermediate teachers to improve and bring consistency to instructional delivery. Model</p>	<p>Beginning in August, 2011- Daily coaching sessions in classrooms and collaborative planning meetings</p>	<p>Primary level coach, intermediate level coach, instructional staff, principal</p>	<p>Salary Dependent upon staff member Approximately \$95,000 (salary + benefits)) \$78850 salary + \$16150 benefits TIG monies</p>	<p>weekly meetings between 2 coaches, principal and ENI coach to progress monitor, analyze student data and establish flexible schedules</p>

<p>strategies, hold collaborative discussions, share ideas, help with cross-curricular unit planning, increase awareness & practice of learner-centered strategies, work with staff to implement the ASOT instructional model, help with inter-rater reliability and the collaborative scoring of student work, assist teachers in the use of formative assessment & data analysis to make strategic instructional decisions, etc.</p>				
<p>Inter-rater reliability meetings: Level appropriate teams of teachers will meet for 1 hour after contract time once every 3 weeks. Teams will collaboratively examine student work, determine and utilize exemplars in order to bring consistency of understanding what determines proficiency. Teams will also collaboratively establish prompts for use in quarterly expository writing assessments to be scored utilizing WFTB rubrics.</p>	<p>Beginning September, 2011- triweekly meetings throughout the school year</p>	<p>All literacy teachers, instructional coaches, ENI coach, principal</p>	<p>25 Teachers paid on time sheets- \$20/ hr x 11 one hour meetings=\$5500 + benefits \$935=\$6435 total TIG monies</p>	<p>Time sheets, building-wide writing prompts, meeting notes, teacher self-assessments, collaborative scoring of student work against WFTB rubrics</p>
<p>Action Plan Meetings: Level appropriate teams of teachers will meet for 1 hour after contract time once every 3 weeks. Teams will collaboratively examine student assessment data in reading and math, set goals for achievement, determine next steps for instruction and co-plan/ collaborate around best practices for presenting information to students as well as what will be expected in terms of student products of learning</p>	<p>Beginning August, 2011- triweekly meetings throughout the school year</p>	<p>All literacy and math teachers, instructional coaches, ENI coach, principal</p>	<p>25 Teachers paid on time sheets- \$20/ hr x 11 one hour meetings=\$5500 + benefits \$935=\$6435 total TIG monies</p>	<p>Written action plans submitted by each team electronically to the principal, time sheets, teacher self-assessments</p>
<p>Collaborative Unit planning Meetings: Level appropriate teams of teachers will meet for 1 hour after contract time once every 3 weeks. Teams will collaboratively determine instructional unit themes, tie together learning targets across</p>	<p>Beginning August, 2011- triweekly meetings throughout the</p>	<p>All instructional staff, instructional coaches, ENI coach, principal</p>	<p>25 Teachers paid on time sheets- \$20/ hr x 11 one hour meetings=\$5500 + benefits \$935=\$6435 total</p>	<p>Unit plans will be available electronically through the district wiki to all district staff, time sheets, teacher self-assessments</p>

content areas, decide upon instructional presentation strategies, sequence of instructional delivery, student bodies of evidence and unit plans will be written and shared with district colleagues.	school year		TIG monies	
Send a district representative to Fixin’s national conference in D.C. in order to continue to build understanding of national Turnaround efforts at the school and district level.	August 2011	Linda Kister	GIC conference in Washington, DC. \$450 for mileage/hotel/airfare per school– this cost will be split between 5 TIG schools- TIG monies	Follow up visits with Linda Kister + TIG Facilitator on next steps for F.M. Day
Provide professional development to building secretary and principal to maximize time during the school day for instructional support.	October, 2011	Principal Secretary	<i>Breakthrough Coaching - \$700 per person - \$1400 total TIG monies</i>	Ongoing monitoring of time for principal to be in classrooms. Monitoring of building secretary’s ability to screen calls, handle visitors, etc. to enable principal to provide instructional support in classrooms. Meeting agendas/minutes
Provide release time for teachers to observe best instructional practices during instructional rounds. Instructional staff will engage in observation of master teachers in other schools. (Sparks, 1986 on peer observation) (within F.M. Day Elementary as well as other District 50 schools).	2x year for each instructional staff member	Instructional coach Teachers ENI coach	27 staff members X \$140/day X 2 (sub pay- 6275 salary + 1285 benefits) = \$7560 TIG monies	Observational notes from instructional rounds. Teacher self-assessments. Follow up coaching notes. Walkthrough observations.
Provide professional development on DIBELS Next to ensure consistency of use throughout building.	August 2011	All instructional staff Angie Edmundson- Title 1 teacher/DIBELS trainer	Angie Edmundson- building level DIBELS Next trainer	Staff usage of DIBELS Next in planning, differentiation and student instructional groupings. 4 administrations of DIBELS Next per student per year, analysis of data to inform instructional decision-making
Provide professional development to all F.M. Day	August 2011	All instructional	Instructional Coaches,	Core content standards will be

Elementary Instructional staff on the adoption of Core Content Standards and alignment to District 50 leveling system		staff, principal	District 50 trainers	explicitly used in lesson planning, instruction, and assessments. Weekly walkthroughs will look for standards being used in planning, instruction and assessment.
Continue providing WFTB and Thinking Maps support and PD	3 PD sessions during the school year	All literacy teachers, principal, Coaches	Approximately \$2000 to acquire additional resources and train new staff TIG monies	Sign-in sheets for PD sessions, electronic inventory of instructional resources
Provide a one day staff retreat to discuss positive behavior supports, shared vision and school wide code of conduct Student behavior is discussed at our weekly intervention meetings. Ongoing with psychologist.	By August 12, 2011	Kiki McGough-facilitator and district SPED coordinator, Principal, all instructional staff	(30 staff, 7 hours each, \$20/hr = \$4200 salaries and \$966 benefits)= \$5166 of \$15911 TIG Planning monies	Sign-in sheets, payment documentation (time sheets), artifacts such as revised shared vision statement and code of conduct , Student behavior will be discussed at our weekly staff and intervention meetings.

Major Improvement Strategy #4: Provide instructional practices and resources to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor)

Root Cause(s) Addressed: We are not consistently providing instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor)

We are not consistently working to calculate individual student’s gaps, working with students to establish ‘catch up’ goals, and using frequent assessment to monitor progress.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Provide document cameras and projectors for every classroom that does not already have them. Document cameras bring improved efficiency to the presentation of	By September, 2011	All classroom teachers	Approximately \$1000 per classroom for a document camera and an LCD projector x 15 classrooms	Training notes and agenda, principal walk-throughs, teacher self-assessments

<p>information to students. The use of computer projectors allows immediate access to web-based information and computer applications. This initiative aligns nicely with the element of the school and district's shared vision of creating 21st century learners. Training will be provided in house by teachers who have already integrated this technology into their instruction.</p> <p>Professional Development: Document cameras and LCD projectors will allow immediate and efficient access (saving paper and printing dollars) to materials to be shared during staff development sessions, collaborative gatherings, interventionist meetings, faculty meetings etc. Additionally, document cameras help to break the bad habit of providing worksheets and busywork for students focusing the teachers' efforts on best practices around authentic products of learning. Training around and utilizing document cameras and LCD projectors will prepare teachers to instruct students for post secondary work force readiness.</p> <p>Instruction: The Expedited Review conducted at F.M. Day in December of 2009 states, "Teachers express a need for more computer access for all students so they will gain the computer skills needed for testing and for the 21st century." Parent and community leaders also made clear in the spring of 2011 that student access to technology is a very high school improvement priority at F.M. Day.</p>			<p>currently lacking the technology=\$15,000 TIG monies</p>	
--	--	--	---	--

<p>Document cameras and LCD projectors allow students to review and constructively critique the work of their peers. They allow for demonstration of skills such as math algorithms as well as a forum to share presentations and products of learning. The use of these items saves money on printing, paper and copying and demonstrates to students that information comes in more ways than just on paper. Furthermore document cameras help to break the bad habit of providing worksheets and busywork for students focusing the teachers' efforts on best practices around authentic products of learning.</p>				
<p>Implementation of <u>Art and Science of Teaching</u> classroom look fors in coordination with ENI</p>	<p>By October, 2011. weekly walk throughs</p>	<p>ENI coach, principal</p>	<p>Included in above listed TIG funds under ENI coach</p>	<p>Teacher self-assessments, classroom walk-throughs, observations by principal and ENI coach</p>
<p>Purchase subscription and updates for PLATO computer-based learning application. PLATO will match district learning targets to computer-based tutorials in reading, writing, science and math. The program tracks individual student progress, is motivating and engaging and each student works through the tutorials at an individual rate. Also the existing tech lab and mobile laptop lab will be utilized with a clearer focus on relevant instructional content. Training will be provided during staff meetings by in-house teacher-leader. Justification:</p>	<p>Staff trained and Program implemented in all classrooms by October, 2011</p>	<p>Resident teacher leader/ technology expert, instructional staff, principal</p>	<p>Approximately \$40,000 purchased service for subscription and modification to D.50 learning targets- TIG monies</p>	<p>Electronic progress reports of all students, tech lab and mobile lab schedules, teacher self-assessment, principal observations</p>

<p>Student learning should not be confined to the hours in the day spent at school or to the physical environment of the school building. If given the opportunity to learn outside the school day in a productive, sequential system that tracks student progress as well as documents time on task and attempts at mastery, students and teachers alike will share the success of anytime learning. Plato Learning is a collection of Internet based learning software programs beginning with kindergarten learning targets through college level materials consisting of tutorials, practice and mastery tests. Content is designed to reach students of any age that need a specific skill or concept. During the school day students would be able to log in to any school computer and follow a learning path designed for their specific needs. Reports, goal setting and self paced learning are motivational as well as beneficial in documenting the student learning and progress. Students that need remedial skills can close the learning gap through specific, meaningful and interesting lessons. Teachers can assign appropriate learning modules that teach a lesson, assists the student in practicing and tests the specific skill or learning. Pretests are built into the programming that will assign modules as needed and pass students through levels where the student is already proficient . This concept is essential to standards based and self paced learning. Parents are able to see what the student is learning as well as learn along with their child. Families that do not have computers at home can access the software at public libraries or as after hour open labs at the school if the funding is available to allow this access. Equitable access is a must for all students and families. Adams 50 already has the capability through a dedicated server that can allow students to access</p>				
--	--	--	--	--

<p>the Plato software both at school and through any Internet capable computer.</p>				
<p>Purchase 30 iPads, 1 for each licensed staff member along with instructional applications (see below) and mapping to district email as well as E-ducate. The iPad is a fantastic instructional tool allowing instant access to information on the internet and providing a myriad of differentiated and level-appropriate learning applications to be used in the classroom. Training will be provided during staff and team meetings throughout the school year.</p> <p>Professional Development: This technology will be extremely useful in the area of professional development. Numerous applications exist for the iPad to assist teachers with planning, networking, tracking and managing student data so that it is immediately useful as well as providing intervention and differentiation. Teacher access to cutting edge technology creates better and more well-informed teachers of technology. iPads will allow teachers to record evidence of proficiency “on the fly” using the district adopted student data system, Educate. Also immediate and convenient access to PD360, a D50 adopted, world-wide professional development system to provide teachers with differentiated and rigorous professional learning tutorials as well as a large network of teachers on the system can be attained using the iPad. Training</p>	<p>Staff trained and iPads in use in all classrooms by October, 2011</p>	<p>All instructional staff, resident teacher leader/ technology expert as well as the principal to provide training and support</p>	<p>Approximately \$21,000 equipment cost- TIG monies</p>	<p>Sign-in sheets, meeting agendas and minutes, principal observation of classroom practice, staff self-assessment</p>

<p>around and utilizing iPads will prepare teachers to instruct students for post secondary work force readiness.</p> <p>Instruction: The Expedited Review conducted at F.M. Day in December of 2009 states, “Teachers express a need for more computer access for all students so they will gain the computer skills needed for testing and for the 21st century.” Parent and community leaders also made clear in the spring of 2011 that student access to technology is a very high school improvement priority at F.M. Day. iPads are visually engaging, highly motivational tools which provide tutorials for students who require differentiation as they are working on advanced learning targets; quality applications geared toward special needs students are also available for the iPad. Using this tool students can create interactive presentations, conduct research and explore the world of information technology. Connecting the ever changing information and resources available via the internet to “on time” learning empowers students to ask questions, research information and drive their own learning based on interest and need. iPads allow students to practice skills specific to their need in a private environment. Struggling students are more open to practicing basic skills that</p>				
---	--	--	--	--

<p>they are missing if no one else is aware that they are lacking in these lower-level concepts. Self-paced learning and choice becomes a motivating way to close learning gaps. iPad applications provide feedback (both positive and constructive) very efficiently. We want to provide our students access to the same technology readily available to more affluent populations, helping to break the cycle of poverty and be prepared for the challenges of adulthood in the 21st century.</p>				
<p>Provide each licensed staff member with a \$100 iTunes card in order to purchase level-appropriate instructional applications for iPads</p>	<p>Staff trained and iPads in use in all classrooms by October, 2011</p>	<p>All instructional staff, resident teacher leader/technology expert as well as the principal to provide training and support</p>	<p>\$3000 supplies- TIG monies</p>	<p>Principal and teacher leader/technology expert review applications for instructional appropriateness prior to purchase, principal observation of classroom practice, staff self-assessment</p>

Major Improvement Strategy #5: Consistently work to calculate individual student’s gaps, work with students to establish ‘catch up’ goals, and use frequent assessment to monitor progress.

Root Cause(s) Addressed: We are not consistently working to calculate individual student’s gaps, working with students to establish ‘catch up’ goals, and using frequent assessment to monitor progress.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Develop PLPs for each student to incorporate instructional levels and goal setting with parents during conferences in the fall	By October 14, 2011	Instructional staff, principal, F.M. Day parent community	Building budget- general fund	Signed PLPs on file and stored electronically
Maintain, refine and continue Interventionist team/Blended Services Model- identify students, progress monitor, provide targeted intervention	Weekly team meetings	Title I, ELL, SPED interventionists, principal	Building budget- general fund	Sign-in sheets, progress monitoring data, meeting minutes
Identify progress monitoring tools for reading, writing, and math	by September 19, 2011	Title I, ELL, SPED interventionists, principal	Building budget- general fund	Utilization of progress monitoring tools by intervention staff, data stored in hard copy and electronically

Major Improvement Strategy #6: Increase positive behavior supports and collaboratively create a more stable learning environment for students
Root Cause(s) Addressed: In many cases off-task and even disruptive student behavior interferes with learning and adversely affects motivation to succeed.

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

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

Description of Action Steps to Implement	Timeline	Key Personnel	Resources (Amount and Source: federal,	Implementation Benchmarks
--	----------	---------------	---	---------------------------

the Major Improvement Strategy			state, and/or local)	
Continue “Bulldog Basic Training” A series of mini courses or universal behavior interventions designed to bring consistency in conduct expectations school wide	August, 2010 January, 2011 and as needed	All staff and stakeholders, SRO officer, BAAC and PTA	District funds	Feedback provided by staff, less office referrals and suspensions, climate survey
Maintain the SBS squared committee to monitor and adjust to climate, culture and discipline issues	Committee meets every other week and as needed	Principal, Psychologist, classroom teachers, specialists, classified staff	District funds	Feedback provided by staff, less office referrals and suspensions, climate survey
See PD activity listed above under Strategy #2				

Title 1 Accountability Provision #1: Parent Involvement/Communication

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Maintain and improve F.M. Day’s partnership with Colorado Parent Information and Resource Center (CPIRC). This organization provides materials and support to conduct monthly parent workshops presented by parent leaders on relevant educational topics. CPIRC also assists in coordinating BAAC and PTA initiatives to focus on school improvement goals and improving student achievement by forming strong parent partnerships, increasing awareness and by providing home activities to support classroom	Beginning August, 2011. Monthly BAAC meetings, PTA meetings, parent workshops and sessions to prepare home/school activities	Parent leaders, principal, Cindy Netolicky (teacher leader), Jaime Edwards & Tina House (CPIRC contacts)	Approximately \$10,000 fee for service to contract CPIRC to organize, attend and plan for parent events TIG monies	Attendance lists, meeting agendas and minutes, End of year parent survey, parent input to select topics of interest/need

instruction.				
Parent/Teacher Conferences each semester to discuss student progress in academic areas, utilizing translators as needed.	October, 2011, March 2012	Teachers, Principal, F.M. Day parent community, district interpreters	Funds for translation (local funds)	Conferences with parents regarding student progress, sign in sheets, signed documents such as progress reports and PLPs, principal observations.
Provide regular access to parents to Educate so they can monitor their child's progress.	Ongoing through the school year.	Teachers, Principals	District funds to pay for Educate	Parents will have and use their access to Educate
Community engagement events: Literacy Night, Math Night, Authors' Night, musical concerts, Back to School Night	Begins August 2011, continues as planned through school year	Principal, teacher and paraprofessional staff, Volunteers, Title 1 and ELL interventionists	Title 1 monies & district funds earmarked for parent involvement	Parent Sign In sheets and parking lots posted to acquire parent feedback
Title I Home Reading program and end of year celebration	Throughout school year	Title I Interventionists	Title I monies	Tracking participation in the program, home reading logs
Send written notification in English and Spanish to all parents that the school did not meet AYP and that they have the option to transfer their student to another school in the district that is not on school improvement.	August 22, 2011	Principal, office staff	\$200 for printing and postage (building budget)	Letters were sent home by August 22 nd . 2011.
Reviewing and updating the Title I parent compact	Spring, 2012	Principal, Title I teachers, BAAC, PTA	Title I funds for parent involvement	Sign in sheet, survey, parking lot, power voting poster
Increase our efforts for parent partnership and involvement in our PTA.	2011-2012	Principals, PTA	No additional funds needed	Sign-in Sheets, PTA membership rolls
The school's Unified Improvement Plan will be discussed ongoing to our BAAC as well as PTA. The plan will be posted on the school website, CDE's website, the school and district shared drives and it is available for review by all stakeholders upon request.	2011-2012	Principal, BAAC	No additional Funds needed	Parents will be informed of and will have access to the Unified Improvement Plan for the school.

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Title 1 Accountability Provision #2: Teacher/Paraprofessional Qualifications

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
The certification of the Title 1 teachers and paraprofessionals will be monitored to ensure that they are highly qualified.	Fall 2011, ongoing as needed	Principal	No additional Funds needed	The Title 1 teachers and paraprofessionals are highly-qualified.
The certification of all teachers and interventionists will be monitored to ensure they are highly qualified.	Fall 2010, ongoing as needed	Principal	No additional funds needed	Teachers and interventionists are highly-qualified.

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Title 1 Accountability Provision #3: Coordination and Integration of Federal, State, and Local Services and Programs

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<p>We will use funds in the following ways:</p> <p>Title 1:</p> <p>Hiring of 1.5 Title 1 teachers and paraprofessionals to provide a blended service model of support through pull out and push in small and individual group support based on individual need while ensuring flexible grouping.</p> <p>Purchase intervention material</p> <p>Community engagement events</p>	<p>2011-2012 school year,</p> <p>Interventionists meet weekly to discuss students and who is providing what service (Blended services model)</p> <p>this is also our</p>	<p>Principal, Building Leadership Team, PTA</p>	<p>Title 1, PTA, district funds</p>	<p>We will review our expenditures with the Building Leadership Team, and BAAC. We will use evaluations of the teachers professional development and parent activities to make adjustments throughout the year as needed.</p>

<p>SES after school tutoring Parent engagement nights Supplies and materials for classroom libraries Equipment for integration of technology into the classroom (examples: mobile lab, document cameras) Funds from PTA: Support purchasing books for students Staff can submit requests for support.</p>	<p>RtI process</p>			
<p>Supplemental Educational Services- 2 sessions of 12 weeks each from 2 separate providers chosen by F.M. Day parents</p>	<p>November-February, February -May</p>	<p>District Title I coordinator, principal, BAAC, community liaison, SES providers</p>	<p>Title I monies</p>	<p>Pre and post tests administered by SES providers, Attendance rosters</p>
			<p>Total TIG monies requested for year 1= \$400,762</p>	

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

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

Organization Code: **0070** District Name: **WESTMINSTER 50** School Code: **5834** School Name: **MESA ELEMENTARY SCHOOL**

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. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference 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, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	34.2%	39.8%	Does Not Meet	
		Math	70.9%	70.1%	35.8%	38.9%	Does Not Meet	
		Writing	53.5%	54.8%	24%	28.7%	Does Not Meet	
		Science	47.5%	45.4%	19.7%	14.6%	Does Not Meet	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 32			% of targets met by School: 69%		Reading	No
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate	Reading	Median Adequate SGP	Median SGP	Median SGP: 29	Does Not Meet		
			54	45/55				

	growth, then median SGP is at or above 45	Math	75	45/55	Median SGP: 35	Does Not Meet
	If school did not meet adequate growth, then median SGP is at or above 55	Writing	65	45/55	Median SGP: 32	Does Not Meet

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

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet 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 disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: Does Not Meet
		20	20.1	N/A	N/A	

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)	Turnaround	Identified as Tier 1 Turnaround.	

ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	Not available until Nov 2010	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp

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.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	Yes. 9/30/2010
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Expedited review conducted January, 2010 and SST Review week of September 13, 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

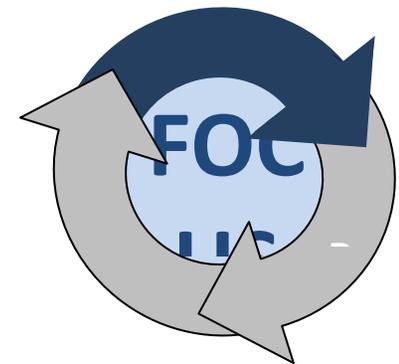
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Shannon Willy – Principal
	Email	swilly@adams50.org
	Phone	(303) 657-3855
	Mailing Address	9100 Lowell Blvd, Westminster, CO, 80031

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” 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 four 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 performance reports and are expected 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 step two.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on SchoolView (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
<ul style="list-style-type: none"> • Local outcome and interim assessments 	<ul style="list-style-type: none"> • School locale and size of student population 	<ul style="list-style-type: none"> • Comprehensive evaluations of the school (e.g., SST) 	<ul style="list-style-type: none"> • Teaching and learning conditions surveys (e.g.,

<ul style="list-style-type: none"> • Student work samples • Classroom assessments (type and frequency) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>TELL Colorado)</p> <ul style="list-style-type: none"> • 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

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. 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. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. 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 priority 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 (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

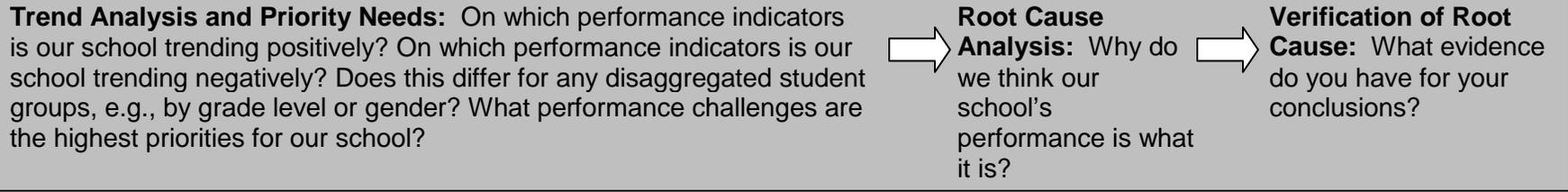
Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will 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)	<p>CSAP Reading results show that each grade level has increased the percentage of unsatisfactory scores over the past 3 years:</p> <p>3rd: 33% in 2008 to 39% in 2010 4th: 22% in 2008 to 36% in 2010 5th: 30% in 2008 to 39% in 2010</p> <p>DIBELS: Grades K-3 have increased at-risk scores over the past 3 years to 44% in Spring 2010.</p>	<p>Significant numbers of students in all grade levels continue to perform at the at-risk (unsatisfactory) level as measured by DIBELS (K-2) and CSAP (3-5)</p>	<p>We have not been consistently utilizing researched based instructional strategies in the 5 components of reading.</p> <p>We have not been engaging students in understanding proficiency and we have not provided exemplars of proficient work.</p>
	<p>CSAP writing results show the lowest percentages of proficient and advanced in each grade level over the past 7 years:</p> <p>3rd: 19% in 2010 4th: 20% in 2010 5th: 29% in 2010</p>	<p>Only 19-29% of students score proficient in writing as measured by CSAP (grades 3-5)</p>	<p>We have not been consistently utilizing researched based instructional strategies in writing.</p> <p>We have not been engaging students in understanding proficiency and we have not provided exemplars of proficient work.</p>
	<p>CSAP Math results show increases in each grade level of unsatisfactory scores and the highest they have been in 7 years for 3rd and 4th grades:</p> <p>3rd: 22% in 2008 to 38% in 2010 4th: 17% in 2008 to 29% in 2010 5th: 23% in 2008 to 30% in 2010 (slight decrease from 31% in 2009)</p>	<p>Significant numbers of students in all grade levels continue to perform at the unsatisfactory level as measured by CSAP (grades 3-5)</p>	<p>We have not been consistently utilizing researched based instructional strategies in math.</p> <p>We have not been engaging students in understanding proficiency and we have not provided exemplars of proficient work.</p>

	Although over the last 3 years 5 th grade CSAP scores for science have increased slightly (15% P&A in 2008 to 19% P&A in 2010), they are still well below state averages.	Just less than 1 in 5 students score proficient as measured by 5 th grade CSAP	
Academic Growth	The school's overall median growth percentile declined in all areas, from 30 in '08 to 29 in 2010 in reading, from 34 to 32 in writing and from 40 to 35 in math.	Increase our growth percentile for all areas.	Inefficient management and use of building time, resources, and instructional improvement efforts.
	Last year's growth results show 21% of 4 th graders catching up in reading, 22% in writing and 10% in math.		We are not consistently providing instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor)
Academic Growth Gaps	While there is no math growth gap for ELL students, there are significant gaps for ELL in reading (11) and writing (25).	ELA students significantly lag behind English speaking peers in growth as measured by 4 th and 5 th grade Growth scores	We are not effectively intervening in a responsive manner (RTI) including: consistently working to calculate individual student's gaps, working with students to establish 'catch up' goals, using frequent assessment to monitor progress, and provide effective intervention instruction.
	A significant gap exists between FRL/Non (14) and Minority/Non (11) students in Math.		A lack of high expectations for students in poverty and a misperception that the issues/needs of the student population inhibits higher levels of achievement.
Post Secondary Readiness	N/A	N/A	N/A

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education

Step 4: Create the Data Narrative
Data Narrative for School



Trend Analysis and Priority Needs:

In the fall of 2009 Mesa Elementary received notice that it was being placed on Turnaround status. The school underwent an Expedited Review December 7-9 of 2009. After the review, Mesa was then informed that it did not qualify for Turnaround status but would still be eligible for funds to support staff development during the summer of 2010 and would then be able to complete an SST review in the fall for additional grant funding. Over the course of the summer, the district moved forward with implementing several 'transformational model' strategies. The principal was replaced and several staff members were removed through non-renewals, resignations, and transfers. In May, 2010, the staff met with the new principal to determine immediate staff development needs in the areas of Reading, Math, and building a cohesive student and staff community with high expectations for all.

In the fall of 2010, staff reviewed Mesa historical data (3-7 years) in CSAP, NWEA, Scantron, and DIBELS during a full day retreat. During this time we identified trends. Mesa's most positive trend is that ELL students consistently had better growth data than non ELL students for the past 3 years. However, while there are a few instances of better performing groups, the vast majority of data shows significant downward trends in percent of students scoring proficient/advanced in all content areas (Science has remained low but stable), a 50-70% increase in the number of students scoring unsatisfactory in each content area, and decreased growth scores as well. Although the school has a predominately Hispanic and low-income student body, gaps exist between English language learners (approximately 30% of school population) and white students. The gaps persist in the comparison between students eligible for free and reduced lunch and those students who are not eligible. Many staff perceived this occurred due to a change in boundaries during the 2007-08 school year. However, the downward trend actually started 2 years prior to the consolidation. Trend data indicates large drops in proficiency rates over the past five years. While the demographics consistently became more challenging, comparison data indicate that a large number of schools with more significant demographics achieved much greater success.

Comparison Between Mesa Elementary and Demographically Similar Schools in Colorado

	Mesa (Westminster)	Centennial (HSD)	Gust (DPS)*	Turman (HSD)
Poverty (09 data)	82%	92%	88%	86%
Minority %	75%	82%	81%	72%

Growth Rate Comparisons

	Mesa	Centennial	Gust	Turman
Mathematics	35 th percentile	69 th percentile	56 th percentile	70 th percentile
Reading	29 th percentile	56 th percentile	45 th percentile	54 th percentile
Writing	32 nd percentile	28 th percentile	46 th percentile	50 th percentile

During the week of September 13, 2010 Mesa participated in a SST review. Results from the review were shared and processed during a 2-day retreat in October and plans for the SST grant were submitted. In December, Mesa was informed that we would not receive SST support, rather, we would rewrite our grant with significantly more funds through TIG.

Throughout the 2010-11 school year, Mesa used building budget, Title 1, ARRA, and limited SST/TIG planning funds to manage whole school reorganization aligned with the SST recommendations and findings (root cause analysis):

- Engage students in authentic work at an appropriate level of rigor.
- Establish high expectations for quality work through our own beliefs about our students as well as through the use of quality work and student self assessment
- Close the learning gap by accelerating learning through effective intervention strategies and systems and best first instructional practices (i.e. *The Art and Science of Teaching*)

In May, 2011, the staff again reviewed all summative data available along with several other sources of data (Tell Survey, parent survey, staff survey, attendance data). A review of student achievement data revealed upward trends in 3rd grade CSAP (30% to 41%), increases in 90% of DIBELS areas (cohort comparisons and grade level comparisons), and 100% increases in all areas of Scantron performance series (grades 2-5). While student achievement increased in nearly all areas, staff members were also very cognizant that we continue to perform below expected levels compared to other schools with similar demographics. Root Cause analysis processes were used to identify 1) why we improved and 2) why we continue to have low achievement.

1) Root Causes (in order of importance) for why we improved:

- Increased building wide consistency in expectations, collaboration, communication, instructional delivery in reading, writing, and math
- Consistent use of researched based materials throughout the building (especially with regards to the 5 components of reading through FAST support)
- More effective implementation of Standards Based System (students taught at correct instructional level, on-going assessment in all classrooms, movement of students through levels)
- More efficient use of people, time, and resources

2) Root Causes for why we still have low achievement:

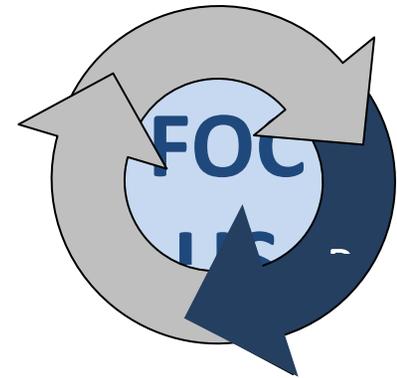
- We are not consistently providing instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor.
- We are not effectively intervening in a responsive manner (RTI) including: consistently working to calculate individual student's gaps, working with students to establish 'catch up' goals, using frequent assessment to monitor progress, and provide effective intervention instruction.
- We have not been consistently utilizing researched based instructional strategies in reading/writing/math and we have not been engaging students in understanding proficiency and we have not provided exemplars of proficient work.
- While much improved, there continues to be the need to more efficiently use building time, resources and more effectively improvement school improvement strategies.

Section IV: Action Plan(s)

This section focuses on the “plan” 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. 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 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. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). 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 below.



Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	<p>Reduce the percentage of at-risk scores from 44% to 25% in grade K-2 as measured by 2011 DIBELS data.</p> <p>Reduce the percentage of 3-5 grade students scoring unsatisfactory from 38% down to 25% as measured by 2011 Spring CSAP</p>	<p>Reduce the percentage of at-risk scores to 15% in grades K-2 as measured by 2012 DIBELS.</p> <p>Reduce the percentage of 3-5 grade students scoring unsatisfactory from 38% down to 15% as measured by 2012 Spring CSAP</p>	<ul style="list-style-type: none"> Benchmark DIBELS 4 times percent at benchmark Monthly monitoring of Learning Target acquisition through district assessments, percent proficient 	Provide effective research based core instruction developed through frequent job-embedded professional development to include making available, analyzing, and using exemplars to engage students and teachers in understanding proficient work
		M	Reduce the percentage of grades 3-5 students scoring unsatisfactory from 32% down to 20% as measured by 2011 Spring	Reduce the percentage of grades 3-5 students scoring unsatisfactory down to 12% as measured by		

			CSAP.	2011 Spring CSAP.	<ul style="list-style-type: none"> Monthly monitoring of Learning Target acquisition through district assessments, percent proficient 	
		W	Increase the percentage of grades 3-5 students scoring proficient or advanced on 2011 CSAP from 20% to 30%.	Increase the percentage of grades 3-5 students scoring proficient or advanced on 2012 CSAP to 40%.	<ul style="list-style-type: none"> Benchmark assessments (Write From the Beginning rubrics) 4 times, percent at benchmark Monthly monitoring of Learning Target acquisition through district assessments, percent proficient 	
		S	Increase the percentage of 5 th grade students scoring proficient or advanced on 2011 CSAP from 19% to 25%.	Increase the percentage of 5 th grade students scoring proficient or advanced on 2012 CSAP to 30%.	<ul style="list-style-type: none"> FOSS kit unit assessments 4 times, class rubrics, percent proficient 	
	AYP (Overall and for each disaggregated groups)	R	88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	<ul style="list-style-type: none"> Benchmark DIBELS 4 times percent at benchmark Monthly monitoring of Learning Target acquisition 	Implement efficient management and use of building time, resources, and instructional improvement efforts in the Transformational Model of School Improvement.

					through district assessments, percent proficient	
		M	89.09% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.54% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	<ul style="list-style-type: none"> Benchmark TIG created assessments 4 times, percent at benchmark Monthly monitoring of Learning Target acquisition through district assessments, percent proficient 	
Academic Growth	Median Student Growth Percentile	R	Increase the academic growth from 29 th to 55 th percentile as measured by 2011 CSAP.	Increase the academic growth to 65 th percentile as measured by 2012 CSAP.	<ul style="list-style-type: none"> Benchmark DIBELS 4 times percent at benchmark Monthly monitoring of Learning Target acquisition through district assessments, percent proficient 	Provide instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor)
		M	Increase the academic growth from 35 th to 55 th percentile as measured by 2011 CSAP.	Increase the academic growth 65 th percentile as measured by 2012 CSAP.	<ul style="list-style-type: none"> Benchmark TIG created assessments 4 times, percent at benchmark Monthly monitoring of Learning Target 	

					acquisition through district assessments, percent proficient	
		W	Increase the academic growth from 32 th to 55 th percentile as measured by 2011 CSAP.	Increase the academic growth 65 th percentile as measured by 2012 CSAP.	<ul style="list-style-type: none"> • Benchmark assessments (Write From the Beginning rubrics) 4 times, percent at benchmark • Monthly monitoring of Learning Target acquisition through district assessments, percent proficient 	
Academic Growth Gaps	Median Student Growth Percentile	R	Decrease the gap for ELL learners from 11 to 8 as measured by 2011 CSAP in grades 4-5.	Decrease the gap for ELL learners from to 5 as measured by 2012 CSAP in grades 4-5.	<ul style="list-style-type: none"> • Benchmark DIBELS 4 times percent at benchmark • Monthly monitoring of Learning Target acquisition through district assessments, percent proficient 	Provide intensive support through implementation of building-wide intervention system, consistently work to calculate individual student's gaps, work with students to establish 'catch up' goals, deliver targeted and intensive instruction, and use frequent assessment to monitor progress to ensure students are progressing effectively and efficiently as possible.
		M	Decrease the gap for ELL learners from 25 to 18 as measured by 2011 CSAP in grades 4-5.	Decrease the gap for ELL learners from to 10 as measured by 2012 CSAP in grades 4-5.	<ul style="list-style-type: none"> • Benchmark TIG created assessments 4 times, percent at benchmark 	

					<ul style="list-style-type: none"> Monthly monitoring of Learning Target acquisition through district assessments, percent proficient
		W	Decrease the gap for FRL/Non learners from 14 to 10 as measured by 2011 CSAP in grades 4-5.	Decrease the gap for FRL/Non learners from 5 to 5 as measured by 2012 CSAP in grades 4-5.	<ul style="list-style-type: none"> Benchmark assessments (Write From the Beginning rubrics) 4 times, percent at benchmark Monthly monitoring of Learning Target acquisition through district assessments, percent proficient

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 identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) 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, 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/restructuring under Title I (see pre-populated report on p. 2), 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.

based System aligned with the DSAT (District Self- Assessment Tool) and SSAT (School Self- Assessment Tool)				
Standards-based Design: Measurement Topics & Learning Targets Begin implementing the newly aligned LT's and instructional resources to new state standards and common core	Year 1: August 2011 –August 2012	Chief Education Officer	Local General Budget	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Standards-based Design: Instruction Focus on continued development and implementation of a research- based instructional model aligned to SBS Provide professional development to deepen Learner-centered instructional practices and proficiency for all students Continue creation of student and teacher exemplars Implement instructional protocols and processes to monitor implementation of instructional strategies	Year 1: August 2011 –August 2012	Chief Education Officer	Local General Budget/Title IIA \$200,000	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Standards-based Design: Assessment & Evaluation of Results Create preassessments and common assessments with appropriate training Realign MTA's with new standards	Year 1: August 2011 –August 2012	Director of Assessment & Instructional Technology	Local General Budget	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Standards-based Design: Recording & Reporting Enhance and refine current system Integrate all data systems Deepen understandings of Data Driven Dialogue and use of data walls	Year 1: August 2011 –August 2012	Director of Assessment & Instructional Technology	Local General Budget/Title IIA \$100,000	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)

<p>Continuous Improvement Develop clear guidelines and timelines for changes Clear communication plans and protocols Develop cycle times aligned to Strategic Plan and accountability requirements.</p>	<p>Year 1: August 2011 –August 2012</p>	<p>Chief Education Officer</p>	<p>Local General Budget</p>	<p>District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)</p>
--	---	--------------------------------	-----------------------------	--

Major Improvement Strategy #2: Implement efficient management and use of building time, resources, and instructional improvement efforts in the Transformational Model of School Improvement.

Root Cause(s) Addressed: Inefficient management and use of building time, resources, and instructional improvement efforts.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Identify characteristics and traits for hiring new staff – utilize newly developed district hiring rubric to attain best possible candidates and work with HR	By August 2010 and on-going for all new positions	Principal, hiring teams		Hiring rubric documentation, teacher retainment numbers at the end of each year
<p>Adjust planning and implementation efforts to align with TIG requirements (rather than SIG \$100,000 grant of initial Fall 2010 SST planning).</p> <ul style="list-style-type: none"> Work with staff prior to the beginning of school to review original SST themes (root causes, major improvement strategies) UIP, 2010-11 student summative data, Tell Survey, and parent survey data to then plan for TIG RFP Develop a leadership team to monitor UIP and TIG implementation and establish building student and teacher classroom 'look fors' (to include professional development through ENI) 	<p>By September, 2011</p> <p>On-going throughout duration of the grant and into year 4</p>	Principal, Leadership Team, ENI	<p>TIG Planning Grant (28 staff, 12 hours each, \$20/hour = \$6720 salaries, \$1142 benefits, \$800 purch. services for food, \$500 for supplies and materials for all summer planning activities – TIG Planning grant)</p> <p>(6 staff, 4 hours per meeting, \$20/hr, 6 meetings = \$2880 salaries and \$518 benefits) training the BLT for sustainability</p>	<p>Agendas, time sheets, notes, UIP</p> <p>Agendas, time sheets, notes, UIP adjustments, assessment calendar</p>

<p>Develop a building assessment process to develop content level quarterly data reporting forms, organize building data, report out to staff for quarterly data digs, and display on the building data wall in the main hallway</p> <ul style="list-style-type: none"> • Confirm quarterly data measures in coordination with all TIG schools for reading, writing, math, science • Utilize assessment team for quarterly assessments to ensure timeliness, validity, and reliability • Identify a Data Wall Team to organize and disseminate building formative/summative assessments in a timely and usable format 	<p>By September 2011</p> <p>On-going throughout duration of the grant and phase out by year 4</p>	<p>Principal, ENI</p>	<p>Assesment team - 3 staff, 30 hours per quarter @ \$20/hr = \$7200 salaries and \$1224 benefits= \$8424</p> <p>Data Wall Team - 4 staff, 4 reporting periods, 6 hours work each for each reporting period = \$1920 salaries and \$345 benefits, \$250 supplies and materials</p>	<p>Quarterly reports to teachers, leadership, CDE</p> <p>Data wall displays of reports and actions in the main hallway and website</p>
<p>Coordinate with all 5 schools to identify roles and responsibilities of our outside provider (ENI)</p>	<p>By September 2011 and then on-going throughout 3 years of the grant</p>	<p>TIG principals, Learning Services, ENI</p>		<p>Training documents, classroom/coaching 'look fors', quarterly reports</p> <p>UIP progress reports to buildings, district and CDE at least quarterly</p>
<p>Work with staff to develop a process for teacher evaluation to include student growth and on-going collections of professional practice reflective of student achievement.</p> <ul style="list-style-type: none"> • Develop a process for identifying/recognizing teachers experiencing exceptional success 	<p>Implement by October 2011</p> <p>And on-going throughout duration of grant – 4th</p>	<p>Principals, lead teachers, HR</p>	<p>Initial planning to develop processes (6 staff, 10 hours each,</p>	<p>Teacher evaluation criteria, clearly communicated processes, observation and evaluation documentation,</p>

<p>as measured by student growth/achievement and develop a process for sharing this success with colleagues to further build capacity</p> <ul style="list-style-type: none"> • Develop common expectations for frequency of observations, feedback, and summative evaluations 	<p>year will have a usable process with minimal needs for refinement</p>		<p>\$20/hour = \$1200 salaries and \$216 benefits)</p> <p>Annual refinements (6 staff, 4 hours each, \$20/hour = \$480 salaries and \$86 benefits)</p>	<p>teacher effectiveness identification</p>
<p>Develop capacity of ESP staff and sustainability of improvement efforts by hiring an additional building aide position to allow current ESP staff to assume TIG responsibilities such as:</p> <ul style="list-style-type: none"> • Supporting teachers with assessment data needs (formal assessments, progress monitoring results and tools, assessing of students, coordination and dissemination of assessments • Coordination and communication of TIG events and progress, building staff development, parent events • Updating of TIG budgets, UIP 	<p>By September 30, 2011</p>		<p>Building Aide position (\$12/hour, 7.5 hours per day, 181 days = \$16,290 salaries and \$4075 benefits)</p> <p>Stipends for trainings beyond school hours for ESP staff assuming TIG responsibilities (2 ESP staff, 20 hours each throughout the year, \$32/hour = \$1280 salaries and \$218 benefits)</p>	
<p>Consistently communicate changes (TIG efforts) to all stakeholders, and provide multiple opportunities for stakeholder input.</p> <ul style="list-style-type: none"> • Fall parent engagement nights to communicate TIG process and solicit input 	<p>On-going throughout all 3 years and beyond grant funding</p>	<p>Principal and Leadership Team</p>	<p>Initial rollout in September \$1200 for supplies – paper, data boards, printing supplies, food for engagement nights, books for give-aways and \$600 purchased</p>	<p>Agendas, minutes, sign in sheets, parent exit cards, survey data, weekly updates</p>

<ul style="list-style-type: none"> • Monthly BAAC/PTA meetings • DAAC data wall gallery walks (Fall and Spring annually) • Periodic reports to the Board of Education • Website Turnaround section with on-going updates (beginning July 2011) • Parent weekly news updates through Thursday folders (beginning September 2011) • Information giving and exit card use for feedback utilized for at least 20 of the 30 planned 2011-12 parent engagement activities (See next activity) 			<p>services for pizza – TIG Planning grant</p>	
<p>Provide on-going mechanisms for family and community engagement (30 events over the course of the year).</p> <ul style="list-style-type: none"> • Monthly Family Nights (Movie Night, BINGO, Coat Drive, etc.) • Monthly Parent Workshops (Safety for your child, understanding how to access and use Educate to track your child's learning, how to help your child with reading, etc.) • Monthly morning pastry with the principal in the library • Monthly parent and teacher building planning sessions (PTA, BAAC, and TIG activities) • Increased library and computer 	<p>Beginning September 2011 and on-going throughout duration of grant and into year 4</p>	<p>Principal, lead teacher/ESP teams (Workshop team, Family Night team, PTA/BAAC team, library/computer access team</p>	<p>Lead teams to establish events in year 1, identify community/parent leads in year 2, train community/parent leads in year 3 to build sustainability in year 4 (Four 2-person teams, 4 hours each person for 8 months, \$20/hour = \$5,120 salaries and \$922 benefits, \$2000 supplies and materials, \$1000 purchased services to supplement building and PTA contributions for each event</p>	<p>Agendas, surveys, sign-in sheets, artifacts</p>

<p>access to students and parents each week before/after school and during selected events.</p> <ul style="list-style-type: none"> Survey parents in Spring 2012 to plan activities for year 2 – (maintain grant funding to support and include costs to support identification and training of community and parent leads for sustainability in year 4) 				
<p>Provide extended learning time to students.</p> <ul style="list-style-type: none"> Implement service learning strategies through Student Council, Mustang Chorale, and at least 2 other TBD opportunities throughout the year Provide quality before/after school tutoring to students throughout the year with well-trained tutors and the use of researched based interventions Incorporate learning activities into each Family Night Provide 4 content learning whole school assemblies after school (e.g., science experiments, dance, etc.) 	<p>Beginning October 2011 and on-going throughout duration of the grant (all will continue into year, tutoring will be dependent on availability of additional funding source in year 4)</p>		<p>Lead team planning and staff development for service learning projects (2 teachers, 20 hours each throughout year, \$20/hour = \$800 salaries and \$144 benefits and \$1000 supplies)</p> <p>Tutoring service provider (75 students, 40 sessions, 1 hr per session, 6 per group, \$3,000 per group = \$36,000 purchased service)</p>	

Major Improvement Strategy #3: Provide effective research based core instruction developed through *frequent job-embedded professional development (Coaching Cadre)* to include making available, analyzing, and using exemplars to engage students and teachers in understanding proficient work.

Root Cause(s) Addressed: We have not been consistently utilizing researched based instructional strategies in reading/writing/math and we have not been engaging students in understanding proficiency and we have not provided exemplars of proficient work.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Review with all literacy staff <i>what should be</i> critical components of literacy instruction to identify next steps for supporting staff with direct explicit instruction in the 5 components of reading	By August 17, 2011	Cheryl Rose	Planning session 1 (25 staff, 5 hours each, \$20/hour = \$2500 salaries, \$425 benefits, \$1000 purchased services for consultant – Cheryl Rose)	Training documents
Provide on-going support to all literacy staff in direct explicit instruction aligned with <u>Focus</u> (Schmoker) to ensure what we teach is focused and aligned with common core, how we teach is efficient, and that we insist on authentic literacy instruction and learning.	Beginning August, 2011	Cheryl Rose, Coaching Cadre, Principal	Consultant fees (32 visits during the year of which 8 will be donated by FAST Learning – 24 @ \$600 each = \$14,400 purchased services, updated manuals = \$2000 supplies)	Classroom walkthrough data, look fors, consultant quarterly feedback reports
Develop a plan to create a coaching cadre of Mesa Teachers to plan and deliver job embedded staff development for all staff on-going throughout the year.	By August 17, 2011	Principal, interested staff	Planning session 1 (25 staff, 5 hours each, \$20/hour = \$2500 salaries, \$425 benefits)	Completion of Major Improvement Strategy #2 for UIP

<p>After completing fall data dig and teacher needs survey develop a professional development plan of objectives aligned with the UIP, expectations, resource needs, timelines, etc. for the Coaching Cadre</p>	<p>By October 1, 2011</p>	<p>Coaching Cadre, Principal</p>	<p>Planning sessions (8 staff, 16 hours each, \$30/hour = \$3,840 salaries, \$653 benefits)</p>	<p>Professional development calendar, teacher needs survey</p>
<p>All staff will be involved in the Cadre at one of the three levels in after hours coaching sessions: Level 1: Lead Cadre with primary responsibilities of planning, coordinating, evaluating and adjusting professional coaching and development throughout the year (12-16 hours per month each) to include monthly professional development delivery to all staff. Level 2: Teachers willing to participate in coaching and professional development activities (6-8 hours per month each) Level 3: Teachers willing to participate in coaching and professional development activities (at least 4 hours per month each)</p>	<p>Beginning October, 2011</p>	<p>Coaching Cadre, Principal</p>	<p>Level 1 coaching sessions (8 staff, 16 hours per month, 9 months, \$30/hour = \$34,560 salaries, \$5,875 benefits) Level 2 coaching sessions (8 staff, 8 hours per month, 7 months, \$30/hour = \$13,440 salaries, \$2,284 benefits) Level 3 coaching sessions (9 staff, 4 hours per month, 7 months, \$30/hour = \$7560 salaries, \$1,286 benefits)</p>	<p>Teacher reflection journals, agendas/minutes, lesson plans, assessment analysis, assessment creation, student exemplar creation</p>
<p>Provide opportunities for staff to observe colleagues (in and out of the building), video tape lessons for staff development and Cadre sessions, meet with consultants, peer coach, participate in building walkthrough teams, etc.</p>	<p>Beginning September 2011</p>	<p>Coaching Cadre, principal</p>	<p>Substitute coverage for release time (3 subs, 3 days per month to allow each teacher at least one 30-45 minute release per month, \$140/day = \$10,800) Building specific training for identified substitutes to ensure</p>	<p>Teacher reflection journals, dialogue templates, lesson plans, walkthrough evidence of implementation</p>

			continuity of instruction for students (building funds)	
ENI coaching to facilitate the development of the Coaching Cadre to include meeting with Level 1 Cadre and observations with feedback and planning support for all instructional staff.	Beginning September 2011	ENI, Principal, Cadre	Purchased Services (36 visits throughout the year @ \$2100 per visit = \$75,600)	Training documents, classroom/coaching 'look fors', quarterly reports, teacher feedback documents
Continue to provide embedded staff development in the implementation of Write From the Beginning (WFTB) and Thinking Maps <ul style="list-style-type: none"> Provide additional trainer support with WFTB and Beyond 	Fall 2011	Two lead teachers	Costs covered by the district	Training agendas, walk through and evaluation data
Provide professional development on DIBELS Next to ensure consistency of use throughout building.	August 2011	All instructional staff Building instructional coach /DIBELS trainer	Building and district funds	Staff usage of DIBELS Next in planning, differentiation and student instructional groupings. 4 administrations of DIBELS Next per student per year, analysis of data to inform instructional decision-making
Provide professional development to all Instructional staff on the adoption of Core Content Standards and alignment to District 50 leveling system	August 2011	All instructional staff, principal	District 50 trainers	Core content standards will be explicitly used in lesson planning, instruction, and assessments. Weekly walkthroughs will look for standards being used in planning, instruction and assessment.
Reorganize building resources to ensure	Complete by	Principal, Staff,	On-going refinement	Percentage of resources

<p>access by all staff (moving from restricted grade level access to open access by all) and alignment with content standards and levels.</p>	<p>August 2011 and then on-going support throughout the year for refinement and addition of resources</p>		<p>and alignment of resources (2 staff, 10 hours for 10 months each, \$20 per hour = (\$4000 salaries and \$720 benefits)</p>	<p>accessible at quarterly intervals (math, science, literacy, social studies, professional resources)</p>
---	---	--	---	--

Major Improvement Strategy #4: Provide instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor)

Root Cause(s) Addressed: We are not consistently providing instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor)

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<p>Collaborative Unit planning Meetings: Level appropriate teams of teachers will meet 2 hours after contract time each month. Teams will collaboratively determine instructional unit themes, tie together learning targets across content areas, decide upon instructional presentation strategies, sequence of instructional delivery, student bodies of evidence and embedded questioning/strategy through Marzano's taxonomy</p>	<p>Beginning August 2011 and on-going through all years of the grant – scaling back in year 4 to be accommodated through team planning times by year 4</p>	<p>Principal, lead coach, ENI</p>	<p>Extended time for staff (25 staff, 2 hours per month, 8 months, \$20/hr = \$8000 salaries and \$1440 benefits, \$1500 materials)</p>	<p>Agendas, notes, walkthrough data, unit plans, lesson plans/activities, student exemplars and scoring guides</p>
<p>Implementation of <u>Art and Science of Teaching</u> classroom look fors in coordination with ENI</p>	<p>By October, 2011. weekly walk throughs</p>	<p>ENI coach, principal, Cadre</p>	<p>Included in above listed TIG funds under ENI coach along with district support</p>	<p>Teacher self-assessments, classroom walk-throughs, observations by principal and ENI coach</p>
<p>Implement consistent handwriting instruction at the primary level to align with literacy instruction (especially phonics, phonemic awareness instruction) and support expansion of ideas and accuracy in writing</p>	<p>Beginning August 2011</p>	<p>Cheryl Rose, Jenn Wallace (OT Consultant)</p>	<p>Materials for 210 students and 6 Teacher manuals (supplies = \$2100) <i>building budget</i></p> <p>Professional development will be provided by Cheryl Rose through her weekly visits described in Strategy #2</p>	<p>Training agendas, classroom walkthroughs, student writing samples</p>

<p>Implement building wide common strategies and expectations for reading/writing across content areas aligned with Conley's <i>College Knowledge</i> (2005)</p> <ul style="list-style-type: none"> • Read to infer/interpret/draw conclusions • Support arguments with evidence • Resolve conflicting views • Solve complex problems with no obvious solutions 	<p>Beginning October 2011</p>	<p>Principal, ENI, Cadre</p>	<p>Book Study with Focus by Mike Schmoker (Supplies, 34 books, \$28 each = \$952)</p>	<p>Walkthrough data</p>
<p>Provide technology support to teachers to significantly change the delivery of instruction from teacher directed and primarily verbal to facilitated instruction with significantly higher student involvement/engagement and primarily visual delivery through the effective use of document cameras:</p> <ul style="list-style-type: none"> • Remove all overhead projectors • Through the use of the Coaching Cadre, develop building use expectations and classroom look fors aligned with Schmoker and Marzano to measure the increased student engagement and responsibility of learning • Embed all staff development with the use of and strategies for document cameras 	<p>Beginning October 2011</p>	<p>Principal, Cadre</p>	<p>Document cameras and projectors for each classroom to be phased in over 2 years beginning with the Coaching Cadre Level 1 Teachers (21 sets, \$1000 each set = \$21,000)</p>	

Major Improvement Strategy #5: Provide intensive support through implementation of building-wide intervention system, consistently work to calculate individual student’s gaps, work with students to establish ‘catch up’ goals, deliver targeted and intensive instruction, and use frequent assessment to monitor progress to ensure students are progressing effectively and efficiently as possible.

Root Cause(s) Addressed: We are not effectively intervening in a responsive manner (RTI) including: consistently working to calculate individual student’s gaps, working with students to establish ‘catch up’ goals, using frequent assessment to monitor progress, and provide effective intervention instruction.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
ENI coaching in gap analysis	Beginning September 2011	ENI, Principal, Intervention Specialists		Agenda, artifacts, PLPs
Develop a building wide intervention system with the support of 2 additional positions (Intervention Specialists). Responsibilities include: <ul style="list-style-type: none"> • Providing direct instruction to identified students to help significantly reduce the number of at-risk students (currently the majority of students are at-risk requiring more intervention for ‘catch-up’ than we have capacity to deliver) • Working with staff to develop systemic procedures for early identification of students not making adequate growth and effective team work sessions for aligning interventions with progress monitoring and building 	Beginning September 2011	Principal, Intervention Specialists	Certified Interventionists, one with primary focus and one with intermediate focus (2 FTE, \$100,000 salaries and 25,000 benefits)	Student tracking of at-risk students, RTI documentation of developed procedures, meeting notes

<p>intervention strategies</p> <ul style="list-style-type: none"> Working with staff to identify effective intervention strategies especially in the areas of writing, math, and comprehension for reading Participating in the Level 1 Coaching Cadre and working to develop intervention practices and skills with all staff in the building 				
<p>Develop PLPs for each student to incorporate instructional levels and goal setting with parents during conferences in the fall</p>	<p>By October 2011 annually</p>	<p>Instructional staff, principal, F.M. Day parent community</p>	<p>Building budget-general fund</p>	<p>Signed PLPs on file and stored electronically</p>
<p>Intervention Strategy Team Development to support teachers/students/parents with RTI in a standards based system</p> <ul style="list-style-type: none"> Coordinate with district assessment department to investigate use of Educate for electronic progress monitoring and RTI tracking Develop building flow chart to define/clarify RTI and special education identification 	<p>By October 2011</p>	<p>RTI Team with interventionists and regular education staff</p>		<p>RTI documents and clearly defined process</p>
<p>Increase support for targeted families to increase parent engagement and attendance for students</p> <ul style="list-style-type: none"> Additional duties for office staff to develop process and facilitate attendance procedures/meetings 	<p>By August 2011 and on-going, once the process is developed in years 1 and 2</p>	<p>Principal, office assistant, truancy officer (not provided by district)</p>	<p>Extended time for office staff (2 hours per week, 25 weeks, \$32/hr = \$1600 salaries, \$272 benefits)</p>	<p>Clearly defined process, meetings with parents, attendance contracts, phone log</p>

<p>throughout the year</p> <ul style="list-style-type: none"> • Monthly support with Truancy officer for meetings, truancy court, and home visits 	<p>responsibilities will be a part of regular office assistant and principal duties/hours in years 3 and 4</p>			
--	--	--	--	--

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

Organization Code: 0070 District Name: WESTMINSTER 50 School Code: 7860 School Name: SHERRELWOOD ELEMENTARY SCHOOL Date: 8.17.11

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. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference 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?	
		Reading	1-year	3-years	1-year	3-years		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	33.8%	36.5%	Does Not Meet	
		Math	70.9%	70.1%	30.2%	40.6%	Does Not Meet	
		Writing	53.5%	54.8%	23.5%	23.0%	Does Not Meet	
		Science	47.5%	45.4%	11.9%	12.4%	Does Not Meet	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 24			% of targets met by School: 67%		Reading	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		Median Adequate SGP	Median SGP	Median SGP: 38		Does Not Meet	
		Reading	50	45/55				
		Math	67	45/55	Median SGP: 35		Does Not Meet	

	above 45 If school did not meet adequate growth, then median SGP is at or above 55	Writing	63	45/55	Median SGP: 38	Does Not Meet
--	---	---------	----	-------	----------------	---------------

* 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, disaggregated group 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		Meets Expectations?
Academic Growth Gaps	<p>Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks 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 and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: Does Not Meet
Post Secondary Readiness	<p>Graduation Rate Expectation: 80% or above</p>	80% or above		N/A		N/A
	<p>Dropout Rate Expectation: At or below State average</p>	1-year	3-years	1-year	3-years	N/A
		3.6%	3.9%	N/A	N/A	
	<p>Mean ACT Composite Score Expectation: At or above State average</p>	1-year	3-years	1-year	3-years	N/A
20		20.1	N/A	N/A		

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)	Transformation	Once the plan type for the school has been finalized, this report will be re-populated in November 2010. Specific directions will be included at that time. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or	Title I school missed same AYP target(s) for at least two	N/A	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required

Corrective Action (Title I)	consecutive years**		elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
-----------------------------	---------------------	--	---

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? Yes Indicate the intervention approach.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? NO When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? Yes When?	Turnaround Improvement Grant review was held on 4/26/11-4/29/11
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? NO Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

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

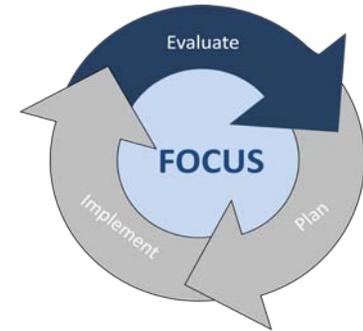
State Accountability Title IA X Tiered Intervention Grant School Improvement Grant Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Cindy Davis
	Email	cdavis@adams50.org
	Phone	303-428-5353
	Mailing Address	8095 Kalamath St. Denver, CO 80221
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. 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 four 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 performance reports and are expected 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 step two.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on SchoolView (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
<ul style="list-style-type: none"> • Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some

clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. 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. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. 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 priority 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 (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple 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. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will 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)	<p>Turnaround Status; Sherrelwood earned 6.3 out of a possible 25 points on the school performance framework</p> <p>AYP was made for only the participation target in 2010. However, Sherrelwood is still only on Year 1 School Improvement. Made 16 targets of 24 to be met for 67% of targets met.</p> <p>Sherrelwood has increased proficiency in 3rd grade reading over 3 years. 4th and 5th grade have decreased in reading over the last 3 years.</p> <p>Writing scores have increased in 5th grade Writing over the last 3 years, but decreased for 3rd and 5th.</p> <p>Math has declined for the last 3 year for 3rd, 4th and</p>	<p>Persistent low performance in reading, writing and math across all disaggregated groups.</p>	<ul style="list-style-type: none"> • Staff had inconsistent instructional strategies across the levels due to no existing guaranteed, viable curriculum. • No consistent approach to teaching writing (writing program) was in place in school or district. • Teachers spent much time learning new standards-based system including recording and reporting tools which pulled focus away from high-level instructional strategies. • Staff provided a lack of exposure to grade level content due to intense attention to low performance levels only. • Teachers were not proficient in how to use Everyday Math program. • Limited assessment strategies and data

	<p>5th.</p> <p>Reading 3rd Reading: 2008-38%; 2009-40% ; 2010-48% 4th Reading: 2008-40%;2009-27%;2010-27% 5th Reading: 2008-35%; 2009-46%; 2010-29%</p> <p>Math 3rd Math: 2008 –54%; 2009-49%; 2010-36% 4th Math: 2008-46%; 2009-44%; 2010-33% 5th Math: 2008-39%; 2009-42%; 2010-20%</p> <p>Writing- 3rd Writing: 2008–32% ; 2009 –21% ; 2010–27% 4th Writing: 2008-21%; 2009-18%; 2010-16% 5th Writing: 2008-22%; 2009-23%; 2010-27%</p>		<p>analysis. Inconsistent standards and expectations for proficiency around learning targets.</p>
<p>Academic Growth</p>	<p>Turnaround Status: Sherrelwood earned 12.5 out of 50 points on the school performance framework.</p> <p>The growth model determines the percentage of students in each school growing at a sufficient rate to catch up through achievement levels. The state medium growth is 50.</p> <p>Reading: Median Growth Percentile was 28. Our target to meet growth is 50. Math: Median Growth Percentile was 20. Our target is 67. Writing: Median Growth Percentile was 30. Our target is 63.</p>	<p>Decline in growth in 4th grade reading, writing and math.</p> <p>Decline in growth for 5th grade math and writing.</p> <p>Low growth for 5th grade in reading.</p>	<ul style="list-style-type: none"> • Lack of using longitudinal as well as formative data to make instructional decisions. Did not use past years trend data such as CSAP and district assessments to determine gaps and needs in students learning. Data – driven instruction was discussed but not implemented. • Inconsistent implementation of math program, literacy programs and professional development to support instruction. • Inconsistent instructional strategies and inconsistent use of common research –based curriculum. • No consistent approach to teaching writing. • Overall lack of timely systematic progress monitoring to identify effectiveness of

	<p>In reading our median growth percentile in 4th grade went from 48 to 22, 5th grade 44 to 46.</p> <p>In math our median growth percentile in 4th grade went from 39 to 14 and 5th from 43-32.</p> <p>In writing our median growth percentile in 4th grade went from 35 to 28 and 5th from 48 to 42.</p>		<p>instruction as well as interventions.</p>																
<p>Academic Growth Gaps</p>	<p>Turnaround Status: Sherrelwood earned 6.3 out of a possible 25 points on the school performance framework.</p> <p>Decline in the male Hispanic subgroup 2008-2010, proficient and advanced</p> <table border="1" data-bbox="464 800 1035 954"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>50%</td> <td>50%</td> <td>42%</td> </tr> <tr> <td>4</td> <td>52%</td> <td>25%</td> <td>19%</td> </tr> <tr> <td>5th</td> <td>43%</td> <td>50%</td> <td>14%</td> </tr> </tbody> </table>		2008	2009	2010	3 rd	50%	50%	42%	4	52%	25%	19%	5 th	43%	50%	14%	<p>There is an achievement gap between the male Hispanic groups and the other groups.</p>	<ul style="list-style-type: none"> • Lack of knowledge and strategies that work with students of a second language. • Lack of knowledge and strategies that work with students from low socioeconomic levels. • Lack of academic vocabulary. • Lack of exposure and literacy strategies for ELL students and all students that increase proficiency.
	2008	2009	2010																
3 rd	50%	50%	42%																
4	52%	25%	19%																
5 th	43%	50%	14%																
<p>Post Secondary Readiness</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>																

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education

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

<p>Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?</p>		<p>Root Cause Analysis: Why do we think our school's performance is what it is?</p>		<p>Verification of Root Cause: What evidence do you have for your conclusions?</p>
--	---	--	---	---

Root Cause Analysis and Data Narrative:

In the fall of 2010 the staff at Sherrelwood Elementary engaged in several Data Driven Dialogues (3-D) where we reviewed our CSAP and CELA data as well as our CADI review information. We conducted a root cause analysis based on our 3-D and results of the District-wide CADI review. The information that was explored and analyzed caused for the creation of our Unified Improvement Plan.

Development of the Title I Plan was also a part of the UIP for 2010-11. This development involved the Building Accountability Committee which consists of parents, community members, certified staff, non-licensed staff and Principal. Based on the results of assessment scores and UIP, the plan and budget were developed to address the priority needs and root causes written in the plan. The plan also includes a parent involvement component and professional development component beyond the supplemental instructional plan.

School Performance Summary, Trends and Priority Needs

CSAP Achievement: After analyzing performance data over three years, we see flat growth across the curriculum. We have not been able to close gaps and consistently move students to proficiency. Sherrelwood has seen an overall decline in CSAP scores for the past three years. Sherrelwood has increased proficiency in 3rd grade reading over 3 years. 4th and 5th grade have decreased in reading over the last 3 years. Writing scores have increased in 5th grade Writing over the last 3 years, but decreased for 3rd and 5th. Math has declined for the last 3 years for 3rd, 4th and 5th.

Our average percentage of students scoring proficient or advanced on 3rd, 4th, and 5th grade Reading CSAP has ranged from 35% to 48% from 2008-2010. Our average percentage of proficient/advanced scores in math range from 39% in 2008 to 36% in 2010. Our average percentage of proficient and advanced scores in writing range from 21% in 2008 to 27% in 2010. Science proficient and advanced scores show similar decline going from 13% in 2008 to 11% in 2010.

Growth Summary

We need to move to a median growth percentile of 55 in reading, 68 in math and 68 in writing in order to make adequate growth. Our current status is:

- (4th/5th grade) Math-% catching up=4%; % keeping up=15%; % moving up=6%
- (4th/5th grade) Writing-% catching up=17%; keeping up=(less than 20N)%; % moving up (less than 20 N)%
- (4th/5th grade) Reading-% catching up=15%; % keeping up=63%; % moving up=11%

Females and males are making the same gains (27%/28%) in reading. Males are making larger gains in math than Females (30%/13%). ELL students made greater gains in reading than non-ELLs. ELLs and Non-ELLs made similar growth in Math and Writing.

AYP was made for only the participation target in 2010. However, Sherrelwood is still only on Year 1 School Improvement. 16 targets of 24 were met for 67%

of targets met.

Additional Local Performance Data

Informal Reading Assessment (Fountas & Pinnell): A quarterly assessment will be given to all students.

Scantron Math Assessment: A quarterly assessment will be given to all students.

Write from the Beginning Rubrics: Common writing prompts will be given quarterly and will be scored vertically to gauge growth in writing.

DIBELS: All students will be given DIBELS. Teachers will progress monitor in the areas of letter and sound recognition, fluency, oral language and comprehension with at-risk students.

According to our Informal Reading Assessment, District Writing Assessments and DIBELS data, students who score at risk in kindergarten or first grade remain at-risk in 3rd grade. Based on our data, we need to adjust our instruction and interventions in order to move students to proficiency and above.

Priority Needs and Process

We need to increase our consistent use of curricula (Measurement Topics) and evidence-based and proven best practices to ensure the success of all students. Through our discussions and analysis of data we have seen this is a direct result of a lack of consistent writing curriculum, an inconsistent use of Everyday Math, and an inconsistent use of the Literacy Delivery Guide. Additionally, we did not have district science kits to use as a consistent practice. More coaching and interventionist support through a blended service approach is needed to ensure that our teachers are supported so that at-risk students are getting their individual needs met as well as all students who continue to perform unsatisfactory or partially proficient on CSAP-like assessments. Writing improvement is a high priority for Sherrelwood and we are dedicated to increasing the consistent use of curriculum and best practices to support students. Math instruction also continues to be a high priority. Our consistent use of non-negotiable in how we use the Everyday Math program will continue and be monitored to ensure best practices. The level of rigor in reading, writing, and math need to continue to be addressed as well as supporting students through a learner-centered SBE system. Professional development and time for teachers to collaborate is needed in all these areas.

Reviewing our growth data, our proficient students need to continue to sustain proficiency, as these scores have many inconsistencies. Additionally, our non-proficient student's scores continue to decline or maintain. We are dedicated to increasing the academic growth of our students, while supplementing services for our partially proficient and unsatisfactory students. Filling in growth gaps will continue to be a focus with the support of an SBE system that focused on student's individual needs and allowing them to move at their own pace with a precise and monitored system.

Root Causes

Identification:

- Inconsistent and infrequent data-driven dialogue and analysis to drive instruction.
- Limited expectations and rigor for learning and limited understanding of evidence-based best practices to implement on a daily basis in all content.
- Lack of collaborative decision making, planning and implementation (missing all school buy in and PLC)
- Decreased building wide consistency in expectations, collaboration, communication, instructional delivery in reading, writing, and math
- Inconsistent use of researched based materials throughout the building (especially with regards to the 5 components of reading through FAST support)
- Ineffective implementation of Standards Based System (students taught at correct instructional level, on-going assessment in all classrooms, movement of students through levels)
- Inefficient use of people, time, and resources

Verification and data informed

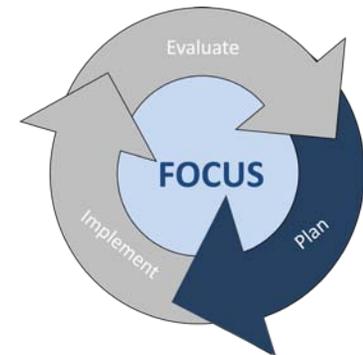
As a result of our 3-D, it was evident that the above root causes explain most of our results. In order to close the achievement gap, we need a systematic, explicit instructional delivery system that can be used consistently throughout our school and defines how we will monitor student progress. This need is supported by findings by examining trend data for individual students over time. We believe that we have not looked closely enough at the effectiveness of the practices and interventions all teachers are providing and thus have been unable to replicate what is successful. Though the use of data driven dialogue, coaching and job embedded professional development at the classroom level we should be able to hyper-focus on our students needs with evidence based best practice.

Section IV: Action Plan(s)

This section focuses on the “plan” 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. 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 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. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). 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 below.



Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

Due to our involvement in the TIG review it became apparent that Sherrelwood would need to identify common interim assessments across all core content to be given on a quarterly basis. The following assessments have been selected for the 2011-2014 school years:

**Reading: Fountas and Pinnell Reading Assessment
DIBELS**

Writing: Write From the Beginning Assessment (common prompts in narrative and expository)

Math: Scantron Math Assessment

Science: FOSS Unit Test (proficiency level for content)

School Goals Worksheet (cont.)

Performance Indicators	Measures/Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	SCANTRON	R	<p>Achievement Goal: To increase the number of advanced/proficient students in reading from 34% (2009-2010) to 50% (2010-2011).</p> <p>3rd: 48% to 58 %proficient and advanced 4th: 27% to 40% proficient and advanced 5th : 29% to 42% proficient and advanced</p> <p><u>SCANTRON</u> 2nd grade - 58% at risk with 35% of those making gains of over 100 points - need 270 for approximately 1 year's growth 3rd grade - 70% at risk with 31% of those making gains of over 100 points - need 179 for approximately 1 year's growth 4th grade - 42% at risk with 56% of those making gains of over 100 points - need</p>	<p>The percentage of students who are proficient and advanced for 3rd, 4th, and 5th grade by a 15% increase from the 2010-2011 scores.</p>	<p>Reading Performance Assessment (Scantron), Measurement Topic Assessments (Scantron), DRA, DIBELS, and</p>	<p>Teaching academic vocabulary by content area; consistent literacy routines (Daily 5); daily guided reading; focused interventions with 4 week progress monitoring cycles; collaborative scoring of student work and identifying proficiency for learning targets; reading fluency development using technology (iPod Touch, iPad, computers and technical support funded by Title I funds); focus on CSAP frameworks. Deeper and more explicit focus on the five components of reading and more effective balanced-literacy approaches including guided, shared, and independent reading. (includes Title I instruction) Review and implementation of Marzano's <i>The Art</i></p>

		<p>132 for approximately 1 year's growth</p> <p>5th grade - 61% at risk with 39% of those making gains of over 100 points - need 94 for approximately 1 year's growth</p> <p>K-2 DIBELS ASSESSMENT: See individual grade level graphs for subtests</p>			<p><i>and Science of Teaching</i> as a framework to guide instructional practices.</p> <p>Blended services and focused Interventions</p> <p>Title I teacher and Para services as a part of the Blended Services model</p>
	<p>M</p>	<p>Achievement Goal: To increase the number of advanced/proficient students in math from 30% (2009-2010) to 50% (2010-2011).</p> <p>3rd: 36% to 47% proficient and advanced</p> <p>4th: 33% to 46% proficient and advanced</p> <p>5th: 20% to 38% proficient and advanced</p> <p><u>SCANTRON</u></p> <p>2nd grade - 48% at risk with 21% of those making gains of over 100 points - need 181 to show 1 year's growth</p> <p>3rd grade - 71% at risk with</p>	<p>The percentage of students who are proficient and advanced for 3rd, 4th, and 5th grade by a 15% increase from the 2010-2011 scores.</p>	<p>Everyday Math Assessments, Math Performance Assessment, (Fall, Winter, and Spring) (Scantron), Measurement Topic Assessment- periodic (Scantron),</p>	<p>More specific focus and scope and sequence with the Everyday Math curriculum and consistent use of Everyday Math program; focused interventions with 4 week progress monitoring cycles; collaborative scoring of student work and identifying proficiency for learning targets; focus on CSAP frameworks; improved pacing so students are exposed to grade level content.</p> <p>Increased staff development and focus on best practices in mathematics</p>

		<p>49% of those making gains of over 100 points - need 169 for approximately 1 year's growth</p> <p>4th grade - 37% at risk with 47% of those making gains of over 100 points - need 126 for approximately 1 year's growth</p> <p>5th grade - 64% at risk with 14% of those making gains of over 100 points - need 130 for approximately 1 year's growth</p>			<p>instruction.</p>
	<p>W</p>	<p>Achievement Goal: To increase the number of advanced/proficient students in writing from 23% (2009-2010) to 50% (2010-2011).</p> <p>3rd: 2% to 25% proficient and advanced</p> <p>4th: 16% to 27% proficient and advanced</p> <p>5th: 27% to 43% proficient and advanced</p> <p>Write from the Beginning</p>	<p>The percentage of students who are proficient and advanced for 3rd, 4th, and 5th grade by a 15% increase from the 2010-2011 scores.</p>	<p>Write From The Beginning rubrics and scoring guides</p> <p>District Writing Assessment,</p> <p>Literacy Measurement Topic Assessments, Language Arts (Scantron) Performance Assessment data (Fall and Spring) and</p>	<p>Daily writing across all content areas; consistent use of writing program (Write From the Beginning); performance assessments that require writing.</p> <p>Deeper and more explicit professional development and best practices in writing instruction</p> <p>Summarization instruction is needed across all levels and subjects</p>

			Monthly Scoring (see rubrics for measurement)			
		S	5 th - 16% to 33% proficient and advanced	The percentage of students who are proficient and advanced for 5 th grade by a 15% increase from the 2010-2011 scores.	FOSS assessment checklists, Scantron tests	Implementation of the school wide curriculum, FOSS Kits. Continued professional development around best practices in instruction to support science.
	AYP (Overall and for each disaggregated groups)	R	80% of all students in each disaggregated group will be PP and above or show a 10% reduction in the percent of students scoring non-proficient.	90% of all students in each disaggregated group will be PP and above or show a 10% reduction in the percent of students scoring non-proficient.	Reading Performance Assessment (Scantron), Measurement Topic Assessments (Scantron), DRA, DIBELS, and 2011 CSAP Reading (3 rd , 4 th , and 5 th grade)	Deeper explicit focus on the five components of reading and a balanced approach to literacy strategies including guided, shared, independent reading and vocabulary development. Involving the entire staff in the review of Marzano's <i>The Art and Science of Teaching</i> as a way to identify an effective framework to guide our instructional choices.
	M	70% of all students in each disaggregated group will be PP and above or show a 10% reduction in the percent of students scoring non-proficient.	80% of all students in each disaggregated group will be PP and above or show a 10% reduction in the percent of students scoring non-proficient.	Everyday Math Assessments, Math Performance Assessment, (Fall, Winter, and Spring) (Scantron), Measurement Topic Assessment- periodic	More specific focus and scope and sequence with the Everyday Math curriculum. Increased staff development and focus on best practices in mathematics	

				(Scantron),	instruction.	
Academic Growth	Median Student Growth Percentile	R	<p>Growth Goal: Reading goal will increase from 28 percentile points (2010) to 63 percentile points (2011).</p> <p>Overall growth in CSAP reading will improve. Our median student growth percentile will increase to 54 Median SGP. 65% of our students who are non-proficient in reading will have high growth.</p>	<p>Our median student growth percentile will increase to 64 Median SGP. 80% of our students who are non-proficient in reading will have high growth</p>	<p>Reading Performance Assessment (Scantron), Measurement Topic Assessments (Scantron), DRA, DIBELS, and 2011 CSAP Reading (3rd, 4th, and 5th grade)</p>	<p>Deeper explicit focus on the five components of reading and a balanced approach to literacy strategies including guided, shared, independent reading and vocabulary development (Title I Services). Involving the entire staff in the review of Marzano’s <i>The Art and Science of Teaching</i> as a way to identify an effective framework to guide our instructional choices.</p>
		M	<p>Growth Goal: Math growth goal will increase from 20 percentile points from 2010 to 63 percentile points in 2011.</p> <p>Overall growth in CSAP math will improve. Our median student growth percentile will increase to 68 Median SGP. 65% of our students who are non-proficient in math will have high growth</p>	<p>Our median student growth percentile will increase to 78 Median SGP. 80% of our students who are non-proficient in math will have high growth</p>	<p>Everyday Math Assessments, Math Performance Assessment, (Fall, Winter, and Spring) (Scantron), Measurement Topic Assessment- periodic (Scantron),</p>	<p>More specific focus and scope and sequence with the Everyday Math curriculum. Increased staff development and focus on best practices in mathematics instruction</p>
		W	<p>Growth Goal: Writing goal will</p>	<p>Our median student 78 Median SGP. 80% of our students who</p>	<p>Write From The Beginning rubrics and</p>	<p>Implementation of Write From the</p>

			<p>increase from 28 percentile points (2010) to 63 percentile points (2011).</p> <p>Overall growth in CSAP writing will improve. Our median student growth percentile will increase to 68 Median SGP. 65% of our students who are non-proficient in writing will have high growth</p>	<p>are non-proficient in writing will have high growth</p>	<p>scoring guides mid-year, District Writing Assessment, Literacy Measurement Topic Assessments, Language Arts (Scantron) Performance Assessment data (Fall and Spring) and 2011</p>	<p>Beginning. Deeper and more explicit professional development and best practices in writing instruction.</p>
Academic Growth Gaps	Median Student Growth Percentile	R	<p>Overall growth in EL Learners in reading will increase from 32 Median SGP to 55.</p>	<p>Overall growth for both EL learners and Non-EL Learners will increase to 65 Median SGP. Overall growth for both girls and boys will increase to 65 Median SGP.</p>	<p>Reading Performance Assessment (Scantron), Measurement Topic Assessments (Scantron), DRA, DIBELS, and 2011 CSAP Reading (3rd, 4th, and 5th grade)</p>	<p>Increased exposure to SIOP model for EL Learners as well as non-EL learners to increase vocabulary, fluency, and comprehension. Deeper explicit focus on the five components of reading and a balanced approach to literacy strategies including guided, shared, independent reading and vocabulary development (Title I Services). Involving the entire staff in the review of Marzano's <i>The Art and Science of Teaching</i> as a way to identify an effective framework to guide our instructional choices.</p>
		M	<p>Overall growth in EL Learners</p>	<p>Overall growth for both EL</p>	<p>Everyday Math</p>	<p>Increased exposure to</p>

		in math will increase from 20 Median SGP to 68.	learners and Non-EL Learners will increase to 65 Median SGP. Overall growth for both girls and boys will increase to 65 Median SGP.	Assessments, Math Performance Assessment, (Fall, Winter, and Spring) (Scantron), Measurement Topic Assessment- periodic (Scantron), 2011 CSAP Math (3 rd , 4 th and 5 th graders)	SIOP model for EL Learners as well as non-EL learners to increase content vocabulary. Increased interventionist support through pull out/push in model through a blended-service approach (Title I Services). More specific focus and scope and sequence with the Everyday Math curriculum. Increased staff development and focus on best practices in mathematics instruction.
	W	Overall growth in EL Learners in writing will increase from 30 Median SGP to 69.	Overall growth for both EL learners and Non-EL Learners will increase to 65 Median SGP. Overall growth for both girls and boys will increase to 65 Median SGP.	CELA, Write From The Beginning rubrics and scoring guides mid-year, District Writing Assessment, Literacy Measurement Topic Assessments, Language Arts (Scantron) Performance Assessment data (Fall and Spring)	Increased exposure to SIOP model for EL Learners as well as non-EL learners to increase vocabulary, fluency, and writing skills.. Implementation of Write From the Beginning. Deeper and more explicit professional development and best practices in writing instruction (Title I funds for PD).
Post Secondary &	Graduation Rate	N/A			
	Dropout Rate	N/A			

Workforce Readiness	Mean ACT	N/A			
------------------------	----------	-----	--	--	--

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 identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) 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, 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/restructuring under Title I (see pre-populated report on p. 2), 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 efficient management and use of building time, resources, and instructional improvement efforts in the Transformational Model of School Improvement.

Root Cause(s) Addressed: Inefficient management and use of building time, resources, and instructional improvement efforts.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Utilize a data dig with 2011 spring data to identify specific content level trends, confirm/adjust root cause analysis, plan quarterly assessment administration	August 2011	Principal, Coaches, Staff	Data from current assessments: CSAP, DIBELS, DRA, Scantron	Spreadsheet of all student data with identified performance levels. Narrative on school trend data to support the actions in plan.
Develop a leadership team to monitor UIP and TIG implementation and establish school's student and teacher classroom 'look fors' (to include professional development through ENI)	On-going throughout duration of the grant and into year 4	Leadership Team, Principal, Coaches	(6 staff, 4 hours per meeting, \$20/hr, 6 meetings = \$2880 salaries and \$518 benefits) training the BLT for sustainability (TIG\$)	Agendas, time sheets, Instructional Rounds documents disseminated to staff
Establish a building assessment process to develop content level quarterly data reporting forms, organize building data, report out to staff for quarterly data digs, and display on the	By September 2011	Principal, ENI	Assessment team - 3 staff, 30 hours per quarter @ \$20/hr = \$7200 salaries and \$1224	Agendas, time sheets, notes, UIP adjustments, assessment calendar

<p>building data wall</p> <ul style="list-style-type: none"> • Confirm quarterly data measures in coordination with all TIG schools for reading, writing, math, science • Utilize assessment team for quarterly assessments to ensure timeliness, validity, and reliability • Identify a Data Wall Team to organize and disseminate building formative/summative assessments in a timely and usable format 	<p>On-going throughout duration of the grant and phase out by year 4</p>		<p>benefits= \$8424 (TIG\$)</p> <p>Data Wall Team - 4 staff, 4 reporting periods, 6 hours work each for each reporting period = \$1920 salaries and \$345 benefits, \$250 supplies and materials (TIG\$)</p>	<p>Quarterly reports to teachers, leadership, CDE</p> <p>Data wall displays of reports and actions in the hallway and website</p>
<p>Due to our involvement in the TIG review it became apparent that Sherrelwood would need to identify common interim assessments across all core content to be given on a quarterly basis. The following assessments have been selected for the 2011-2014 school years:</p> <ul style="list-style-type: none"> • Reading: K-5 Fountas and Pinnell Reading Assessment / K-5 DIBELS / K Kindergarten Screener / K DRA Emergent Assmt. / 2-5 Scantron Reading Assmt. • Writing: K-5 Write From the Beginning Assessment (common prompts in narrative and expository) / 2-5 Lang. Arts Assmt. • Math: 2-5 Scantron Math Assessment / K-5 Plato Assmt. • Science: K-5 FOSS Unit Test (proficiency level for content) 	<p>September 2011 and ongoing</p>	<p>All staff</p>	<p>See Strategy #4 for costs</p>	<p>Completion of testing on data added to spreadsheet for future student data and RTI dialogue.</p>
<p>Coordinate with all 5 TIG schools to identify roles and responsibilities of our Turnaround Provider (ENI)</p> <ul style="list-style-type: none"> • Embedded coaching/training for building coach and principal (year 1), teacher leadership team (year 2), all teachers for peer coaching (year 3), 	<p>By September 2011 and then on-going throughout 3 years of the grant (responsibility returned to</p>	<p>TIG principals, Learning Services, ENI</p>	<p>\$60,000 purchased service – Sherrelwood contribution to ENI Services (TIG\$)</p> <p>\$10,000 purchased service –</p>	<p>Training documents, classroom/coaching ‘look fors’, quarterly reports</p> <p>UIP progress reports to buildings, district and CDE at least quarterly</p>

<p>leadership capacity of 90% of staff in the coaching model built by year 4</p> <ul style="list-style-type: none"> • TIG Facilitator to oversee 5 school TIG implementation efforts and coordinate communication and requirements with CDE to include monitoring UIP goals through periodic visits and data collection by a Unified Plan external facilitator (ENI) 	<p>building and learning services in year 4)</p>		<p>Sherrelwood contribution to ENI services (TIG\$) \$5,000 additional purchased service from TIG planning grant for consultant services (TIG\$)</p>	<p>UIP progress reports to buildings, district and CDE at least quarterly</p>
<p>Work with staff to develop a process for teacher evaluation to include student growth and on-going collections of professional practice reflective of student achievement.</p> <ul style="list-style-type: none"> • Develop a process for identifying/recognizing teachers experiencing exceptional success as measured by student growth/achievement and develop a process for sharing this success with colleagues to further build capacity (review minimal each year to adjust and ensure alignment with SB 191) • Develop common expectations for frequency of observations, feedback, and summative evaluations • Coaching by provider (ENI) for principal in the use of classroom observation, reflective feedback, and evaluation processes to more effectively support teacher growth 	<p>Implement by October 2011 And on-going throughout duration of grant – 4th year will have a usable process with minimal needs for refinement</p>	<p>Principals, lead teachers, HR, Director of Learning Services</p>	<p>Initial planning to develop processes (6 staff, 10 hours each, \$20/hour = \$1200 salaries and \$216 benefits) (TIG\$)</p>	<p>Teacher evaluation criteria, clearly communicated processes, observation and evaluation documentation, teacher effectiveness identification</p>
<p>Continue to implement a Standards Based System at school. Third year of implementation will allow staff to concentrate more on the instructional needs versus the processes of implementing SBS.</p> <p>Students, in partnership with teachers, will know</p>	<p>August 2011 and ongoing</p>	<p>All staff</p>	<p>District Resources and tool for processes</p>	<p>OSAT Tool for evaluation</p>

<p>what they are expected to learn. Under their teacher's careful guidance, students can track their own progress and will move at their own pace. Students will get the extra help and time they need to achieve the standards. As soon as they master the standards at one level, they advance to the next.</p>				
<p>Consistently communicate changes (TIG efforts) to all stakeholders, and provide multiple opportunities for stakeholder input.</p> <ul style="list-style-type: none"> • Fall parent engagement nights to communicate TIG process and solicit input • Monthly BAAC/PTA meetings • DAAC data wall gallery walks (quarterly) • Periodic reports to the Board of Education • Website Turnaround section with on-going updates (beginning July 2011) • Parent bi-weekly news updates through Wednesday folders (beginning September 2011) • Information giving and exit/evaluation card use for feedback utilized for at parent engagement activities (See next activity) 	<p>On-going throughout all 3 years and beyond grant funding</p>	<p>Principal and Leadership Team, BAAC</p>	<p>\$1200 for supplies – paper, data boards, printing supplies, food for engagement nights, books for door prizes and \$600 purchased services for pizza (TIG\$)</p>	<p>Agendas, minutes, sign in sheets, parent exit cards, survey data, weekly updates</p>
<p>Provide on-going opportunities for family, community and student extended learning. Monthly Family Nights (Science Night, Reading Night, Math Night, ZooPhonics Night, Bully-proofing, History Night, Cultural Awareness, Food and Culture, etc.)</p> <ul style="list-style-type: none"> • Monthly Parent Workshops (Bully-proofing, understanding how to access and use E-ducate to track your child's 	<p>Beginning September 2011 and on-going throughout duration of grant and into year 4</p>	<p>Principal, Family Liaison, lead teacher/ESP teams (Workshop team, Family Night team, PTA/BAAC team,</p>	<p>Lead teams to establish events in year 1, identify community/parent leads in year 2, train community/parent leads in year 3 to build sustainability in year 4 (Four 2-person teams, 4 hours each person for 8 months, \$20/hour = \$5,120 salaries and \$922</p>	<p>Agendas, surveys, sign-in sheets, artifacts, evaluation/exit cards</p>

<p>learning, how to help your child with learning, etc.)</p> <ul style="list-style-type: none"> • Monthly morning coffee with the principal and leadership team in the library • Monthly parent and teacher building planning sessions (PTA, BAAC, and TIG activities) • Survey parents in Spring 2012 to plan activities for year 2 and 3– (maintain grant funding to support and include costs to support identification and training of community and parent leads for sustainability in year 4) 			<p>benefits, \$1000 supplies and materials, \$1000 purchased services to supplement building and PTA contributions for each event. (TIG\$)</p>	
<p>Provide extended learning time to students.</p> <ul style="list-style-type: none"> • Implement service learning strategies through Student Council. A number of studies have been conducted showing promising results of the academic impact of service-learning. (Billig's May 2000 article in <i>Phi Delta Kappan</i>) • Incorporate extended learning for students' activities into each Family Night. Provide on-going mechanisms for family, community and student extended learning. Monthly Family Nights (Science Night, Reading Night, Math Night, ZooPhonics Night, Bully-proofing, History Night, Cultural Awareness, Food and History, etc.) • Provide 4 content learning whole school assemblies after school (e.g., science explorations, social skills for PBS, etc.) • Provide extended learning through after school clubs addressing core content 	<p>Beginning October 2011 and on-going throughout duration of the grant (all will continue into year, tutoring will be dependent on availability of additional funding source in year 4)</p>	<p>All Staff, Extended Learning Lead Team</p>	<p>Lead team planning and staff development for service learning projects (2 teachers, 20 hours each throughout year, \$20/hour = \$800 salaries and \$144 benefits and \$250 supplies) (TIG\$)</p> <p>Extended Student Learning Time: 5 afterschool & evening events (teacher led) \$2000 (TIG\$)</p> <p>Extended Student Learning Time: 4 afterschool & evening events (led by outside vendor) \$3000 (TIG\$)</p> <p>Salary for staff on timesheet: Afterschool Instructional Clubs for extended learning (Organized by core</p>	<p>Report out by Student Council on the effects of the project. Evaluations for each of the Family Nights</p>

<ul style="list-style-type: none"> ZooPhonics materials for Family Night for early intervention at primary grades and for ELA Learners (Extended Learning & Family Involvement) After nearly 50 years of research, there is evidence--both quantitative (data-based) and qualitative (reports of parents and teachers)--that early intervention increases the developmental and educational gains for the child, improves the functioning of the family, and reaps long-term benefits for society. (U.S. Department of Education). Zoo-phonics supports ESL Learners (English as a Second Language) by providing instruction and interaction while learning English. It's visual, auditory, aural and kinaesthetic approach supports the ESL Learners need to use their eyes, ears, mouths, and bodies to learn how to speak, read, spell, and write. Zoo-phonics provides explicit instruction in the structure of English, while still teaching in a creative and kinaesthetic way. 			<p>curriculum Science Investigations, Spelling Bee, Geography Bee, Book Club, Homework Club) \$20 x 5 club facilitators x 36 meetings \$3600 + 612 benefits (TIG\$)</p> <p>ZooPhonics materials for Family Night (Extended Learning & Family Involvement) \$250 (TIG\$)</p>	
<p>Provide Liaison for Student Extended Learning & Family Support. Liaison will facilitate School-wide Home Reading Program with all students and families. Liaison will also manage and recruit parent volunteers to support extended learning at home and at after school events and activities.</p> <p>Time spent reading is backed by evidence to improve reading achievement. The Tiger Home Reading Program will extend learning through the expectation that all students read at home 15-40 minutes depending on age and level. (S. Jay</p>	<p>August 2011 and ongoing</p>	<p>Extended Learning & Family Liaison, Principals, HR</p>	<p>Hire Extended Learning & Family Liaison for school \$25,000 and 6250 benefits (TIG\$)</p>	

Samuels Yi-Chen Wu)				
<p>Provide quality Literature for Extended Learning Tiger Home Reading Program. There are several key ways that quality children’s literature benefits a child: it teaches mature vocabulary, brings history to life, and stimulates and expands a child’s imagination.</p>	August 2011 and ongoing	Extended Learning & Family Liaison, Principal	Literature for Home Reading Program \$7327 (TIG\$)	Students will keep a log of reading minutes. Minutes will be added to the student data spreadsheet. An evaluation of the effect of time spent reading will be completed at the end of the year.
<p>Attend a professional conference to increase leadership capabilities. Learning Forward Colorado Conference</p> <p><i>"Immunity to Change"</i> Featuring... Robert Kegan, Ph. D., Professor at Harvard University is our featured speaker. He is a psychologist who teaches, researches, writes, and consults about adult development, adult learning, and professional development. His topic, <i>Immunity to Change</i> is sure to have a powerful impact on your professional life.</p> <p><i>Facing the Changes for Schools of the 21st Century</i></p> <ul style="list-style-type: none"> • <i>Annual Conference for Instructional Coaches and Teacher Leaders: Teacher Leader Standards for Collaborative Cultures</i> Cindy Harrison • <i>Standards for Professional Learning (Learning Forward, 2011)</i> Joellen Killion & Chris Bryan • <i>Transforming School Cultures Through</i> 	<p>August 2011 and ongoing</p> <p>Thursday, January 26, 2012</p> <p>September 19, 2011</p> <p>October 25, 2011 (8:00-12:00)</p>	<p>Principal</p> <p>Principal</p> <p>Principal & Coach</p> <p>Principal</p>	<p>\$450 for conference fees for Leadership training to Colorado Staff Development Council (CSDC)</p>	<p>Follow up visits with Supervisor + TIG Facilitator on next steps for implementing new skills with staff at Sherrelwood. Debrief on effectiveness of professional development and how it applies to goals and action steps.</p>

<p><i>Conscious Leadership</i> Rob Bocchino - International Consultant, Author, Teacher (Partnership with CASE) <i>Note: Follow-up Coaching Support Included</i></p> <ul style="list-style-type: none"> • <i>21st Century Literacy skills: Teaching Effective Oral and Written Communication</i> Stevi Quate • <i>Implementing Culturally Inclusive Pedagogy: Teaching Like Our Students' Lives Matter</i> Donna Sobel, Ph.D. & Sherry Taylor, Ph.D. • <i>Tools, Tips and Techniques for Leading Professional Learning</i> Joyce Joyce & Chrysann McBride 	<p>November 2 & 3, 2011 (7:30-4:30)</p> <p>December 9, 2011 (8:00-3:00)</p> <p>February 16, 2012 (8:30-3:00)</p> <p>April 11, 2012 (8:00-3:00)</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal & Coach</p>		
<p>ESP staff member to organize building data</p>	<p>August 2011 and ongoing</p>	<p>Data Facilitator, Principal</p>	<p>Salary for \$1404 and 238 benefits (\$13 x 3 hrs. wk x 36 weeks) (TIG\$)</p>	<p>School-wide Spreadsheet of all students' data on all assessment results. Creation of data bar graphs, etc. as needed.</p>
<p>ESP Administrative Asst. to manage grant at building level</p>	<p>August 2011 and ongoing</p>	<p>Admin. Asst. Principal</p>	<p>Salary for \$1404 and 238 benefits (\$13 x 3 hrs. wk x 36 weeks) (TIG\$)</p>	<p>Completion of documents needed for grant management, i.e. purchase orders, timesheets, balanced budget, data forms, sub forms</p>
<p>Develop an Instructional schedule to include bell-to-bell instruction with increased student engagement, gradual release of responsibility approaches and performance & grade level</p>	<p>August 2011 and ongoing</p>	<p>Principal, All staff</p>	<p>\$2560 Cambium Learning</p>	<p>Completion of an instructional schedule to include all approaches of gradual release and components of a balanced literacy</p>

<p>exposure to standards. The schedule would also include teaching literacy and math across the content areas without separation of core contents. Cambium Learning (external provider) 5 Components of Reading in a Balanced Literacy Program</p> <p>Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking and Listening (Book Study)</p> <p>Every Teacher Becomes an Active Language Teacher advocates using curriculum mapping to guide this process. Weak literacy skills are cited as the reason students perform poorly on standardized tests. Specific skills such as text interaction and editing and revising are discussed. The common thread running throughout the discussions in this chapter is that content area teachers too often fail to focus on reading, writing, speaking and listening skills in the context of their subject.</p>				<p>program. Instructional rounds</p> <p>Evidence in schedule and instructional rounds of 5 components of reading</p>
<p>Develop a School and Classroom Community. Implement Tiger Camp to address the mission and vision of the school. Includes responsibilities, safety, routines, communication and code of conduct. Learning is a process that requires time to teach, model, practice and review. Think of the beginning as "basic training" or "boot camp." When children develop a level of comfort with your classroom schedule, routines, and expectations, they are then able to focus on learning. Trying to teach curriculum when they are not familiar with the classroom, other students, or school expectations is time wasted.</p>	<p>August 2011-September 2011 and ongoing</p>	<p>Principal, All staff</p>	<p>First 6 weeks of School Books (purchased 2 years ago for teachers. Purchase 11 additional books for new staff. (School \$)</p>	<p>Completion of a code of conduct, mission, vision and rubric for expectations.</p>

Major Improvement Strategy #2: Provide effective research based core instruction developed through frequent job-embedded professional development to include making available, analyzing, and using exemplars to engage students and teachers in understanding proficient work.

Root Cause(s) Addressed: We have not been consistently utilizing researched based instructional strategies in reading/writing/math and we have not been engaging students in understanding proficiency and we have not provided exemplars of proficient work.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<p>ENI Provider provides coaching to develop principal and building coach skills in supporting staff through job-embedded staff development of effective core instruction in each classroom</p>	<p>Beginning September 2011</p>	<p>ENI, Principal</p>	<p>See Strategy 1</p>	<p>Training documents, classroom/coaching 'look fors', quarterly reports</p>
<p>Sherrelwood has had a high turnaround of staff. Currently 30% are brand new teachers, 30% have 4 years or less, 23% have between 5-9 years and 17% have more than 10 years. Given this data of 60% being new and the need for strengthening best practices through PD and in class coaching, a request for 2 coaches has been made. One coach would have an emphasis on data and math while the other coach would emphasize literacy and PD. However, they both will have some parts interchangeable. Many schools requesting a coach already have a coach and are asking for an additional coach. At Sherrelwood we do not currently have any coaching support so hopefully this will help us create a culture of coaching leading to peer coaching at the end of the grant.</p> <p>The key to teacher retention seems to lie in the level of success teachers encounter in raising their students' academic performances. Teacher retention has been a problem at Sherrelwood and supporting this staff as they get started in teaching is critical.</p> <p>For this reason, giving teachers the supports necessary to succeed is critical. System-wide</p>	<p>Beginning August 2011</p>	<p>ENI, Principal, HR</p>	<p>2.0 positions = \$131,372 salaries and \$32,843 benefits (new positions – 25% ben.) for years 1-3 (TIG\$)</p>	<p>Coaching forms, teacher reflection documents, evaluation and walk through documents/data</p>

<p>improvement efforts and coaching should focus on making such success possible. New teachers, in particular, are at risk of leaving the profession within their first year of teaching if they are unprepared and unsupported to teach in challenging situations. Research shows teachers to be the most important in-school factor affecting student achievement.</p> <p>The school will demonstrate a commitment to institutionalizing best practices learned by participating in instructional coaching and differentiating PD as evidenced throughout the UIP. Instructional coaching, bolstered by collegial supports is a main vehicle for improving teaching and learning. The coach would: 1. spend time in the classroom coaching alongside the classroom teacher and modeling with feedback follow-up 2. be a part of the school leadership team and thereby be connected to the process of whole school change 3. Lead the teachers in analyzing student data and supporting teachers in using the data for instructional planning 4. Have deep content knowledge and also be able to work across discipline (coaches would emphasize area of expertise-Math Coach and Literacy Coach) 5. facilitate teacher study groups and other PD as outlined in the UIP 6. provide job-embedded staff development.</p> <p>The formal and informal roles the coach would play include: Co-Teacher Lessons, Co-Planner of Lessons, Expert Advisor, Mentor, Facilitator of learning, Demonstrator of Lessons, Assist with evaluation of student work, Videotape lessons, to name a few. We will work closely with ENI our external provider to craft this role.</p>				
---	--	--	--	--

<p>Provide job-embedded staff development in the direct explicit instruction of the 5 components of reading through Regie Routman Reading/Writing Connections.</p> <p>In Reading/Writing Connections, participants learn a way of teaching and assessing that works across the curriculum. Using an Optimal Learning Model, teachers become adept at maximizing demonstrations and multiple shared experiences before handing over responsibility to students through guided practice and independent work. As a result of this PD project, teachers gain confidence and expertise in using authentic, relevant texts such as book reviews, poetry, and children’s fiction and nonfiction. Transforming Our Teaching Through Reading/Writing Connections is based on four foundational ideas. Change begins with professional conversations that define beliefs and set high expectations about teaching and learning. An Optimal Learning Model provides an effective, unified model for teaching and learning. Responsive teaching engages students and raises their achievement. Applying new ideas leads to lasting, significant change.</p>	<p>Beginning August 2011 ongoing through Spring 2015</p>	<p>Professional Development Team, Principal, Outside Consultants, ENI</p>	<p>Salary for external provider/consultant on timesheet to support planning and modeling of 5 components of reading in balanced literacy program/classroom. (approx. 20 hrs. per staff)432 hrs x \$20= \$8640 (TIG\$)</p> <p>Licensed staff benefits at 17% on 8640 salary \$1469 (TIG\$)</p> <p>Transforming our Teaching through Reading/Writing Connections (Regie Routman Professional Development DVD for applying an optimal learning model) (includes shipping) (School\$)</p> <p>Transforming our Teaching through Reading to Understand (Regie Routman Professional Development DVD for applying an optimal learning model) (includes shipping) (School\$)</p> <p>Transforming our Teaching through Writing for Audience and Purpose (Regie Routman</p>	<p>Training documents, time sheets, school and individual teacher reports, Instructional Rounds and evaluation data</p>
--	--	---	---	---

			Professional Development DVD for applying an optimal learning model) (includes shipping) (School\$)	
<p>Continue to provide embedded staff development in the implementation of Thinking Maps and Write From the Beginning (WFTB) and Thinking Maps</p> <ul style="list-style-type: none"> Provide additional trainer support with WFTB and Beyond <p>Thinking Maps, developed by Dr. David Hyerle, are visual teaching tools that foster and encourage lifelong learning. They are based on a simple yet profound insight: The one common instructional thread that binds together all teachers, from pre-kindergarten through postgraduate, is that they all teach the same thought processes.</p> <p>Based on thorough and well-accepted academic study and brain research, the eight Thinking Map tools correspond with eight fundamental thinking processes. More than simple task-specific graphic organizers, these tools can be utilized individually or in various combinations to form a Common Visual Language for students and teachers at all grade levels, in all subjects.</p>	Fall 2011	Three lead teachers in WFTB	Write From The Beginning Thinking Maps resources based on Vertical alignment activity to supplement district writing curriculum (amt needed each year) \$150 WFTB additional materials from TOT (TIG\$)	Training agendas, walk through and evaluation data
<p>Monthly team professional development sessions to examine instructional practice, support development of learning around Marzano, LA Delivery Guide, Curriculum Mapping, Backwards Planning, WFTB, Thinking Maps, Everyday Math, Open Court, Cooperative Learning, Regie Routman Transformation and Optimal Learning Model, Instructional Delivery Design – unit planning, and</p>	Beginning August 2011 and on-going through all years of the grant – scaling back in year 4 to be accommodated through team planning times by	Principal, lead coach, ENI	<p>\$14,440 & 2448 Licensed staff to extend their learning on the PD items outlined in the TIG Grant (\$20 hr. x 4 hrs. per mo. X 9 mos. X 20 staff) Licensed staff benefits of 17% on 14,440 (TIG\$)</p> <p>\$1404 & 140 ESP staff to extend their learning on the</p>	Agendas, notes, Instructional Round data, unit plans, student exemplars and scoring guides, evaluation data

<p>development/utilization of student exemplars, and scoring guides</p> <p><u>Cooperative Learning</u>: A synthesis of research about cooperative learning finds that cooperative learning strategies improve the achievement of students and their interpersonal relationships. In 67 studies of the achievement effects of cooperative learning 61% found significantly greater achievement in cooperative than in traditionally taught control groups. Positive effects were found in all major subjects, all grade levels, in urban, rural, and suburban schools, and for high, average, and low achievers (Slavin, 1991).</p> <p><u>Backwards Planning</u>: Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. Effective curriculum development reflects a three-stage design process called "backward design" that delays the planning of classroom activities until goals have been clarified and assessments designed. This process helps to avoid the twin problems of "textbook coverage" and "activity-oriented" teaching, in which no clear priorities and purposes are apparent. (Wiggins and McTighe)</p>	<p>year 4</p>		<p>PD items outlined in the TIG Grant (\$13 hr. x 4 hrs. per mo. X 9 mos. X 3 staff) Licensed staff benefits of 17% on 1404 (TIG\$)</p> <p>Understanding by Design (6 books for PD team to use for Backwards Planning training in reading, writing and math over 3 years and for unit development) \$218 (TIG\$)</p> <p>Fees to attend national and regional professional conferences related to TIG Improvement Strategies \$3600 (TIG\$)</p>	
<p>Provide professional development to building secretary and principal to maximize time during the school day for instructional support.</p> <p>The Breakthrough Coach (TBC) is a consulting firm dedicated to developing the managerial skills</p>	<p>October, 2011</p>	<p>Principal Secretary</p>	<p><i>Breakthrough Coaching</i> (\$585 purchased services)</p>	<p>Ongoing monitoring of time for principal to be in classrooms.</p> <p>Monitoring of building secretary's ability to manage external interruptions, etc. to enable principal to provide instructional support in</p>

<p>of school administrators. TBC's Management Methodology™ is a research-based program with a track record of:</p> <ul style="list-style-type: none"> • Multiplying the time instructional leaders spend observing classrooms • Decreasing administrators' total work hours • Raising student achievement 				<p>classrooms. Meeting agendas/minutes</p>
<p>Provide release time for teachers to observe best instructional practices during instructional rounds. Instructional staff will also engage in observation of master teachers in other schools.</p> <p>Teacher observation is one model of professional learning that "is key to supporting a new vision for professional development," explained Stephanie Hirsh, deputy executive director of the National Staff Development Council (NSDC). The new vision, according to Hirsh, involves teacher teams that meet daily to study standards, plan joint lessons, examine student work, and solve common problems. Team members then apply that learning in the classroom, watching each other teach and providing regular feedback.</p> <p>"The most positive benefit of teacher-to-teacher observation," said Hirsh, "is that it makes teaching a public rather than a private act."</p>	<p>2x year for each instructional staff member</p>	<p>Instructional coach Teachers ENI coach</p>	<p>Substitute coverage, 14 staff members X \$120/day X 2 = \$3360 salaries and 654 benefits</p>	<p>Observational notes from instructional rounds. Teacher self-assessments. Follow up coaching notes. Walkthrough observations.</p>
<p>Provide professional development on "I've Dibel'd Now What" to address response to intervention strategies</p>	<p>August 2011</p>	<p>All instructional staff Building instructional coach</p>	<p>Book purchases of "I've Dibel'd Now What" \$500</p>	<p>Staff usage of DIBELS Next in planning, differentiation and student instructional groupings. 4 administrations of DIBELS Next per student per year, analysis of data to inform instructional decision-making</p>

<p>Provide professional development to all instructional staff on the adoption of Core Content Standards and alignment to District 50 leveling system. Curriculum Mapping throughout year with new standards and learning targets across core content areas. Creates common understanding of skills and concepts across each content (Reading, Writing, Math, Science) ongoing for 3 or more years.</p> <p><u>Curriculum Mapping</u>: Curriculum mapping is a process that can address these instructional and administrative priorities by organizing and aligning the curriculum. Through this process teachers and administrators organize a curriculum that is aligned both within and across grades, while ensuring that the curriculum is in line with school, district, and state standards. Curriculum mapping is also an ongoing curriculum review process.</p> <p>Unlike district curriculum guides, the maps can, and should, be updated as needed. In this way, teachers and administrators can more easily spot and alleviate any curricular gaps or redundancies. By developing and using curriculum maps, teachers can be sure that they are covering all of the appropriate material for their grade levels, and administrators can be assured that the curriculum is tied to state and local standards—and therefore, to high-stakes assessments.</p>	<p>August 2011</p>	<p>All instructional staff, principal, Instructional Coaches, Professional Development Team District 50 trainers</p>	<p>Curriculum Mapping by Heidi Hayes Jacobs (6 books for PD team to use for Vertical alignment of new Core Academic Standards \$198) (includes shipping) (TIG\$)</p>	<p>Core content standards will be explicitly used in lesson planning, unit plans, instruction, and assessments.</p> <p>Weekly Instructional Rounds will look for standards being used in planning, instruction and assessment.</p>
<p>Organize building instructional resources (Resource Room & Classrooms) to ensure access by all staff and alignment with content standards and levels. Currently staff are unaware of how to level books and select books for instruction based on text features. Having a leveled and bar-coded resource room will allow for accuracy when choosing text for Shared, Guided and Independent Reading. Currently working towards a Fountas and Pinnell leveled. This also works in</p>	<p>Complete by August 2011 and then on-going support throughout the year for refinement and addition of resources</p>	<p>Principal, Staff,</p>	<p>On-going refinement and alignment of resources in Reading and Math Resource Rooms (2 staff, 10 hours for 10 months each, \$20 per hour = (\$4000 salaries and \$720 benefits)</p> <p>Destiny Online Library System \$5000</p>	<p>Percentage of resources accessible at quarterly intervals (math, science, literacy, social studies, professional resources) in an organized system.</p>

<p>conjunction with our Read to Achieve Grant and the book selections and Fountas & Pinnell benchmark assessments that coincide with each other allowing the teacher to select the just right book for the approach he/she is using. This would also be used to increase the efficiency of the Math Resource Room and level materials for the particular standards/learning targets. Teachers would receive comprehensive training on how to access appropriate materials for all students and how to then level their own materials for future use.</p>				
<p>Develop a team to create a professional development plan for the next 4 years in alignment with the plan priorities. See variety of PD throughout plan. PD plan will coordinate all items together in a systematic method of training.</p>	<p>August 2011 and ongoing</p>	<p>Principal, Coach, PD Team</p>	<p>Additional Pay for Licensed staff for Professional Development Planning Team (4 staff x 1 hr wk. x 36 wks x \$20 hr) \$2880 + 489 benefits (TIG\$)</p>	<p>Completion of a 4 year PD Plan</p>

Major Improvement Strategy #3: Provide instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor)

Root Cause(s) Addressed: We are not consistently providing instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor)

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
ENI coaching to develop principal and building coach skills in supporting staff through job-embedded staff development of engaging students in cognitively demanding situations.	Beginning September 2011	ENI, Principal, Coach	See Strategy 1	Training documents, classroom/coaching 'look fors', quarterly reports
<p>Provide building level coaching modeling through the development of collegial classrooms.</p> <ul style="list-style-type: none"> Embedded coaching/training for building coach and principal (year 1), teacher leadership team (year 2), all teachers for peer coaching (year 3), leadership capacity of 90% of staff in the coaching model built by year 4 	Beginning September 2011	ENI, Principal, Coach	See Strategy 2	Coaching forms, evaluation and walk through documents/data
<p>Collaborative Unit planning Meetings: Level appropriate teams of teachers will meet 2 hours after contract time each month. Teams will collaboratively determine instructional unit themes, tie together learning targets across content areas, decide upon instructional presentation strategies, sequence of instructional delivery, student bodies of evidence and embedded questioning/strategy through Marzano's taxonomy.</p> <p>Unit Planning enables teachers with confidence and efficiency when planning units, assessments, sharing resources and so much more, by giving them a common language to work within. For new teachers, Unit Planning provides an existing framework from which to</p>	Beginning August 2011 and on-going through all years of the grant – scaling back in year 4 to be accommodated through team planning times by year 4	Principal, lead coach, ENI	Extended time for staff (25 staff, 2 hours per month, 8 months, \$20/hr = \$8000 salaries and \$1440 benefits) (TIG\$)	Agendas, notes, walkthrough data, unit plans, student exemplars and scoring guides

<p>quickly learn and excel. Unit Planning provides Teachers with: 1.A framework for teachers to continuously study the learning/teaching process by constantly sharing information, accessing strategic material, and learning from each other 2.A common approach to all curriculum planning and document creation, reporting and assessment 3.A straightforward way to create assessments that are clearly aligned with curriculum 4.A time saving tool that simplifies curriculum planning and provides a broad resource for lesson planning 5.A wonderful mentoring tool; Unit Planner supports new teachers with an existing framework of uniform curriculum guidelines, lesson plans, assessments, and more</p>				
<p>Implementation of Marzano’s <u>Art and Science of Teaching</u> classroom “look fors” in coordination with ENI</p> <p>I. Key Research Conclusions from Robert Marzano (<i>The Art and Science of Teaching</i>):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers can make an enormous difference in promoting the academic success of all learners. <input type="checkbox"/> Three components are necessary for effective classroom pedagogy: (a) sustained use of research-based effective instructional strategies; (b) ongoing use of effective management strategies to promote a true community of learning within the classroom; and (c) use of effective classroom curriculum design strategies. <input type="checkbox"/> Students should clearly understand the purpose of what they are learning and why they are learning it. <input type="checkbox"/> Students should track their own progress and 	<p>By October, 2011. weekly Instructional Rounds</p>	<p>ENI coach, principal</p>	<p>Included in above listed TIG funds under ENI coach along with district support</p>	<p>Teacher self-assessments, classroom walk-throughs, observations by principal and ENI coach</p>

<p>assess how they are progressing toward proficiency and advanced competence relative to clearly-articulated learning goals.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective teaching and learning requires that students move toward conceptual understanding and independent transfer/application of key knowledge and skills. <input type="checkbox"/> Effective classrooms are collaborative partnerships and true communities of learning. 				
--	--	--	--	--

Major Improvement Strategy #4: Consistently work to calculate individual student’s gaps, work with students to establish ‘catch up’ goals, and use frequent assessment to monitor progress to ensure students are progressing effectively and efficiently as possible.

Root Cause(s) Addressed: We are not consistently working to calculate individual student’s gaps, working with students to establish ‘catch up’ goals, and using frequent assessment to monitor progress and a lack of high expectations for students in poverty and a misperception that the issues/needs of the student population inhibits higher levels of achievement.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
ENI coaching in gap analysis	Beginning September 2011	ENI, Principal	See Strategy 1	Agenda, artifacts, PLPs
Building level coaching	Beginning September 2011	ENI, Principal	See Strategy 2	Coaching forms, evaluation and walk through documents/data
Develop PLPs for each student to incorporate instructional levels and goal setting with parents during conferences in the fall. PLP works in conjunction with RTI process.	By October 2011 annually	Instructional staff, principal, Sherrelwood parent community	Building & District funds	Signed PLPs on file and stored electronically. Cross referenced for accommodations (create spreadsheet for all staff)
Intervention Strategy Team Development to support teachers/students/parents with RTI in a standards based system <ul style="list-style-type: none"> Coordinate with district assessment department to investigate use of E-ducate for electronic progress monitoring and RTI tracking Develop building flow chart to define/clarify RTI and special education identification 	By October 2011	RTI Team with interventionists and regular education staff		RTI documents and clearly defined process
Identify additional progress monitoring tools for reading, writing, and math. Includes individual formatives.	by September 19, 2011	Coaches, ELL, SPED staff, interventionists, principal	Building & District funds	Utilization of progress monitoring tools by intervention staff, data stored hard copy and electronically
Increase support for targeted families to increase parent engagement and attendance for students <ul style="list-style-type: none"> Additional duties for office assistant to develop process and facilitate attendance procedures throughout the 	By August 2011 and on-going, once the process is developed in years 1 and 2 responsibilities	Principal, office assistant, truancy officer (not provided by district)	Extended time for office assistant ESP Administrative Asst. on timesheet to manage grant at building level (see budget line 78/79)	<ul style="list-style-type: none"> Clearly defined process, meetings with parents, attendance contracts, phone log

<p>year</p> <ul style="list-style-type: none"> Monthly support with Truancy officer for meetings, truancy court, and home visits 	<p>will be a part of regular office assistant and principal duties/hours in years 3 and 4</p>		<p>Truancy officer support (5 hours per month, \$70/hour, 8 months = \$2800 purchased service)</p>	
<p>Examine use of time throughout content areas to increase application opportunities and expectations</p> <p>Include as a part of the Instructional Round and Observational Form:</p> <p>Describe the degree and type of student engagement you witnessed.</p> <p>(Were students actively involved and were they participating out of a sense of routine or passive compliance or because the lesson/activity was so engaging that they were highly motivated to participate?)</p>	<p>By October 2011 and ongoing</p>	<p>Staff, Coaches, Principal</p>	<p>Student Engagement articles and research</p>	<p>Clearly communicated expectations and “look fors” for use of time throughout the day in each content area</p>
<p>Provide eBook Materials for development of specific eBooks to support ELL and regular classroom instruction.</p> <p>Creating a multi-media eBook can serve as an inspiration for both the reluctant and the gifted child. In fact, it’s a delightful collaboration that challenges both author and illustrator. It seems that kids who are the least interested in writing are often talented artists. And it seems that there are few outlets within the school day for those kids to explore and/or showcase their strengths. RealeBooks allow for this process.</p>	<p>By October 2011 and ongoing</p>	<p>Staff, Coaches, Interventionists</p>	<p>eBook Materials for development of specific eBooks to support ELL and regular classroom instruction \$2000 (TIG\$)</p>	<p>Completion of student made eBooks to support Language Experience.</p>
<p>Provide Math Resources identified as being needed from Vertical alignment activity to supplement district math basal curriculum with PD support from coach and outside consultant</p>	<p>By October 2011 and ongoing</p>	<p>Staff, Coaches, Interventionists</p>	<p>Math Materials for gaps \$2500 (TIG\$)</p> <p>Matt McManus (math consultant) provides alignment f materials to</p>	<p>Additional math materials for Math resource room and comments gathered during PD on best usage to fill gaps</p>

			standards and learning targets	
<p>Provide Quarterly Testing in the 5 components of reading, specifically comprehension</p> <p>The Fountas & Pinnell Benchmark Assessment System (BAS) seamlessly and gracefully links assessment to instruction along The Continuum of Literacy Learning. This comprehensive system for one-on-one assessment reliably and systematically matches students' instructional and independent reading abilities to the Fountas & Pinnell A-Z Text Level Gradient.</p> <p>The school's Reading Resource Room is organized by F&P levels allowing teachers to give the benchmark assessment and be able to select the appropriate text from the resource room based on the test results (level gradient)</p>	Quarterly	Staff, Coaches, Interventionists	Materials: Fountas & Pinnell Benchmark Assessment \$3890 (TIG\$)	Assessments results on individual students to be added to a comprehensive spreadsheet and used for data dialogue.
<p>Increase Leveled Literacy Intervention (LLI) for RTI Tier 2 & 3 students as shown to be successful. Currently showing success with Read to Achieve identified students. Additional materials are needed to provide service to more students.</p> <p>The <i>Fountas & Pinnell Leveled Literacy Intervention System</i> (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades.</p> <p>All Interventionists have already been trained on the use of the LLI intervention.</p>	August 2011 and ongoing	Interventionists and RTA Instructor	Materials: Leveled Literacy Intervention (LLI) \$5400 (TIG\$)	Schedule and progress monitoring of students being instructed with LLI.
<p>ZooPhonics to support the ELL students' acquisition of sounds and symbols (phonics, phonemic awareness, and writing) A Family Night is also centered around this tool.</p>	August 2011 and ongoing	Primary Teachers, ELL Teachers, Interventionists	ZooPhonics materials to support the ELL students' acquisition of sounds and symbols \$4300 (TIG\$)	Training agenda, Instructional Rounds, student progress monitoring, WFTB assessment
<p>RTI Support through scheduled, structured weekly meetings of data dialogue. All students</p>	August 2011 and ongoing	All staff		Schedule and notes from weekly meetings

will be addressed at these weekly meetings. Meetings will be held in team pods with like-levels and information will be used for unit planning and vertical discussions.				
--	--	--	--	--

Major Improvement Strategy #5: Continue to implement and refine the Districtwide systemic implementation of our Learner-Centered, Standards-based System across the district.

Root Cause(s) Addressed:

- 6.0** Current districtwide progress monitoring structures are not effectively impacting/improving/guiding: instructional practices, PLCs, data analysis, leadership, accountability, assessments, and professional development.
- 7.0** Lack or very limited monitoring of systemic evidence-based instructional models with clearly defined expectations, focused coaching and systematic monitoring of progress toward effective instruction and learning for every student.
- 8.0** Lack of deep understanding and implementation of the District’s Learner-centered instructional model.
- 9.0** Have not defined what “success” is and how to measure it.
- 10.0** Lack of clearly defined and aligned expectations, proficiency and consistent use of measures to determine progress/impact.

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

- State Accreditation
 Title IA Program Improvement/Corrective Action Plan
 Title IIA (2141c)
 Title III (AMAOs)
 Dropout/Re-engagement Designation
 Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Shared Vision Revitalize vision each year at District, School and Classroom Convene a taskforce of stakeholders (teachers, parents, community leaders) to revitalize district shared vision and action steps to achieve shared vision Community and parent input into our shared vision to align with the Title I and Title III parent involvement requirements.	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget and TDIP	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Leadership Training on evaluation, communication and cultural proficiency Deepening understandings of an authentic Learner-centered, Standards-based System aligned with the DSAT (District Self- Assessment Tool) and SSAT (School	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget/ Title IIA \$300,000	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)

Self- Assessment Tool)				
Standards-based Design: Measurement Topics & Learning Targets Begin implementing the newly aligned LT's and instructional resources to new state standards and common core	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Standards-based Design: Instruction Focus on continued development and implementation of a research- based instructional model aligned to SBS Provide professional development to deepen Learner-centered instructional practices and proficiency for all students Continue creation of student and teacher exemplars Implement instructional protocols and processes to monitor implementation of instructional strategies	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget/Title IIA \$200,000	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Standards-based Design: Assessment & Evaluation of Results Create preassessments and common assessments with appropriate training Realign MTA's with new standards	Year 1: August 2011 – August 2012	Director of Assessment & Instructional Technology	Local General Budget	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Standards-based Design: Recording & Reporting Enhance and refine current system Integrate all data systems Deepen understandings of Data Driven Dialogue and use of data walls	Year 1: August 2011 – August 2012	Director of Assessment & Instructional Technology	Local General Budget/Title IIA \$100,000	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Continuous Improvement Develop clear guidelines and timelines for changes Clear communication plans and protocols Develop cycle times aligned to Strategic Plan and accountability requirements.	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)

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

Organization Code: [xxxx] District Name: Adams 50 School Code: School Name: Westminster Elementary

This Unified Improvement Plan is a work in progress. Frequent updates and additions are made to this plan. It is very important to note that Westminster Elementary's Unified Improvement Plan mirrors the school's Tiered Intervention Grant. The Tiered Intervention Grant and Unified Improvement Plan for Westminster Elementary work in concert for the betterment of student achievement at Westminster Elementary School.

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. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference 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 - New data will be included when pre-populated template is released from CDE in Sept. 2011

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
		Reading	Math	Science	1-year	3-years	Reading	Math
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	30.4%	35.8%	Does Not Meet	
		Math	70.9%	70.1%	26.1%	33.0%	Does Not Meet	
		Writing	53.5%	54.8%	16.3%	14.4%	Does Not Meet	
		Science	47.5%	45.4%	12.5%	9.2%	Does Not Meet	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: Available in final report in November			% of targets met by School: Available in Nov**		Reading	Not ava
Academic	Median Student Growth Percentile Description: Growth in CSAP for reading,	Reading	Median Adequate SGP	Median SGP	Median SGP: 44		Approaching	

Growth	writing and math		49	45/55		
	Expectation: If school met adequate growth, then median SGP is at or above 45	Math	64	45/55	Median SGP: 43	Approaching
	If school did not meet adequate growth, then median SGP is at or above 55	Writing	64	45/55	Median SGP: 47	Approaching

* 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, disaggregated group 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		Meets Expectations?
Academic Growth Gaps	<p>Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks 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 and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: Approaching
Post Secondary Readiness	<p>Graduation Rate Expectation: 80% or above</p>	80% or above		N/A		N/A
	<p>Dropout Rate Expectation: At or below State average</p>	1-year	3-years	1-year	3-years	N/A
		5.09%	5.74%	N/A	N/A	
	<p>Mean ACT Composite Score Expectation: At or above State average</p>	1-year	3-years	1-year	3-years	N/A
19		20	N/A	N/A		

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)	Turnaround	Once the plan type for the school has been finalized, this report will be re-populated in November 2010. Specific directions will be included at that time. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or	Title I school missed same AYP target(s) for at least two	Not available	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required

Corrective Action (Title I)	consecutive years**	until Nov 2010	elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
-----------------------------	---------------------	----------------	---

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.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	Yes, Fall 2009
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Yes, January 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

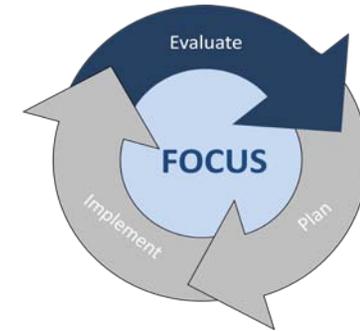
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Mathieu Aubuchon, Principal
	Email	maubuchon@adams50.org
	Phone	303-428-2494
	Mailing Address	7482 Irving St. Westminster, CO 80030
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. 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 four 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 performance reports and are expected 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 step two.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on SchoolView (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
<ul style="list-style-type: none"> • Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some

clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. 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. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. 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 priority 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 (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple 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. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will 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)	<p>CSAP Reading results show that student achievement results have been inconsistent over the past three years.</p> <p>3rd Grade: Reading: 2008 – 33%; 2009 – 44%; 2010 – 26%</p> <p>4th Grade: Reading: 2008 – 33%; 2009 – 21%; 2010- 32%</p> <p>5th Grade: Reading: 2008 – 42%; 2009-41%; 2010- 31%</p> <table border="1"> <thead> <tr> <th colspan="4"><u>Reading Cohorts</u></th> </tr> <tr> <th></th> <th><u>3rd Grade 2008</u></th> <th><u>4th Grade 2009</u></th> <th><u>5th Grade 2010</u></th> </tr> </thead> <tbody> <tr> <td>% P or A</td> <td>33</td> <td>21</td> <td>31</td> </tr> </tbody> </table>	<u>Reading Cohorts</u>					<u>3rd Grade 2008</u>	<u>4th Grade 2009</u>	<u>5th Grade 2010</u>	% P or A	33	21	31	<ul style="list-style-type: none"> • Due to low student numbers in all subgroups, Westminster Elementary needs to focus on overall student growth as a school rather than targeting specific subgroups. • Westminster Elementary needs to target students who scored Unsatisfactory – High on 2010 CSAP. 	<p>Lack of direct explicit instruction in the 5 components of reading including understanding of appropriate instructional practices for English language learners.</p>
<u>Reading Cohorts</u>															
	<u>3rd Grade 2008</u>	<u>4th Grade 2009</u>	<u>5th Grade 2010</u>												
% P or A	33	21	31												

	<u>3rd</u> <u>Grade</u> <u>2009</u>	<u>4th</u> <u>Grade</u> <u>2010</u>			
% P or A	21	32			
<p>CSAP Math results show that student achievement results have been inconsistent over the past three years.</p> <p>3rd Grade: Math: 2008 – 40%; 2009 – 27%; 2010-30%</p> <p>4th Grade: Math: 2008 – 38%; 2009 – 31%; 2010 – 17%</p> <p>5th Grade: Math: 2008 – 31%; 2009 – 32%; 2010-40%</p>				<p>Significant numbers of students in all grade levels continue to perform at the unsatisfactory level as measured by CSAP (grades 3rd-5th)</p>	<p>Students lack automaticity of basic math facts as well as the number sense needed to understand and access CSAP level math items.</p>
Math Cohorts					
	<u>3rd</u> <u>Grade</u> <u>2008</u>	<u>4th</u> <u>Grade</u> <u>2009</u>	<u>5th</u> <u>Grade</u> <u>2010</u>		
% P or A	40	31	40		
	<u>3rd</u> <u>Grade</u> <u>2009</u>	<u>4th</u> <u>Grade</u> <u>2010</u>			
% P or A	27	17			
<p>CSAP Writing results show that student achievement results have been consistently low over the past three years. Specifically, cohort groups of students who have been at Westminster Elementary since 2008 have shown minimal achievement growth over a three year span in writing.</p> <p>3rd Grade: Writing: 2008 – 7%; 2009 – 15%; 2010-10%</p> <p>4th Grade: Writing: 2008 – 18%; 2009 – 7%; 2010-20%</p>				<p>Writing scores are significantly below district averages as well as state averages as measured by CSAP (grades 3-5).</p>	<p>Lack of common building practices and understandings/expectations of proficient writing.</p>

	<p>5th Grade: Writing: 2008 – 14%; 2009 – 16%; 2010- 17%</p> <table border="1" data-bbox="478 264 978 634"> <thead> <tr> <th colspan="4">Writing Cohorts</th> </tr> <tr> <th></th> <th><u>3rd Grade 2008</u></th> <th><u>4th Grade 2009</u></th> <th><u>5th Grade 2010</u></th> </tr> </thead> <tbody> <tr> <td>% P or A</td> <td>7</td> <td>7</td> <td>17</td> </tr> <tr> <td></td> <th><u>3rd Grade 2009</u></th> <th><u>4th Grade 2010</u></th> <td></td> </tr> <tr> <td>% P or A</td> <td>15</td> <td>20</td> <td></td> </tr> </tbody> </table>	Writing Cohorts					<u>3rd Grade 2008</u>	<u>4th Grade 2009</u>	<u>5th Grade 2010</u>	% P or A	7	7	17		<u>3rd Grade 2009</u>	<u>4th Grade 2010</u>		% P or A	15	20			
Writing Cohorts																							
	<u>3rd Grade 2008</u>	<u>4th Grade 2009</u>	<u>5th Grade 2010</u>																				
% P or A	7	7	17																				
	<u>3rd Grade 2009</u>	<u>4th Grade 2010</u>																					
% P or A	15	20																					
	<p>CSAP Science results have demonstrated improvement since 2008, but scores are consistently lower than state averages. 5th Grade Science: 2008 – 3%; 2009 – 11%; 2010 – 11%</p>	<p>Only 11% of Westminster Elementary 5th grade students scored proficient or advanced as measured by CSAP (grades 3rd-5th).</p>	<p>Inefficient use and monitoring of building time and science resources.</p>																				
<p>Academic Growth</p>	<p>Reading:</p> <ul style="list-style-type: none"> Grade 3 Median Student Growth percentile increased from 34th in 2008 to 52nd in 2009 and then declined to the 44th in 2010 Grade 4 showed significant percentile growth in 2009 (52) and then a decline in 2010 (39). Grade 5 has demonstrated a steady growth pattern over three years (34 in 2008, 47 in 2009, and 46 in 2010). 	<p>Reading:</p> <ul style="list-style-type: none"> Trends are inconsistent over three year period. Need is to see a consistent growth trend established over next three years. 	<p>Lack of direct explicit instruction in the 5 components of reading including understanding of appropriate instructional practices for English language learners.</p>																				

	<p>Writing:</p> <ul style="list-style-type: none"> • Median Student Growth Percentile increase over three years (29 in 2008, 35 in 2009, and 47 in 2010) • Grade 4 has shown significant growth in Median Student Growth Percentiles from 2009 (27) to 2010 (47). • Grade 5 has shown significant growth in Median Student Growth Percentiles from 2009 (39) to 2010 (46). 	<p>Writing:</p> <ul style="list-style-type: none"> • Continue current growth trend (target MSGP is 54 for 2010-2011). 	<p>Median Student Growth Percentiles have improved in writing over the past three years due to :</p> <ul style="list-style-type: none"> • Instructional focus on constructed response • Daily writing block • Primary teachers' implementation of Lucy Caulkins <i>Units of Study</i> 												
	<p>Math:</p> <ul style="list-style-type: none"> • Percentile increase over three years (26-32-43) • Grade 4 has remained steady in growth over three years (28-35-36). <p>Grade 5 demonstrated a significant increase in growth from 2009 to 2010 (22-48).</p>	<p>Math:</p> <ul style="list-style-type: none"> • Continue current growth trend (Target MSGP is 54 for 2010-2011) 	<p>Math growth improved due to:</p> <ul style="list-style-type: none"> • Building focus on math facts and computation. • Everyday Math curriculum supplemented with online math curriculum. 												
Academic Growth Gaps	<p>Reading MSGP for 4th and 5th grade:</p> <table border="1"> <thead> <tr> <th></th> <th><u>2008</u></th> <th><u>2009</u></th> <th><u>2010</u></th> </tr> </thead> <tbody> <tr> <td>ELL/Non</td> <td>32/37</td> <td>53/48</td> <td>51/30</td> </tr> <tr> <td>Girls/Boys</td> <td>32/34</td> <td>52/45</td> <td>39/45</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • CSAP data indicates that ELL, non-ELL, girls and boys are not making consistent growth in math. 		<u>2008</u>	<u>2009</u>	<u>2010</u>	ELL/Non	32/37	53/48	51/30	Girls/Boys	32/34	52/45	39/45	<p>Reading:</p> <ul style="list-style-type: none"> • All subgroups need additional support in reading instruction • Implementation with fidelity of district reading curriculum 	<p>Reading:</p> <ul style="list-style-type: none"> • Lack of use of district reading curriculum • Lack of effective instructional strategy use
		<u>2008</u>	<u>2009</u>	<u>2010</u>											
ELL/Non	32/37	53/48	51/30												
Girls/Boys	32/34	52/45	39/45												
<p>Writing MSGP for 4th and 5th grade:</p> <table border="1"> <thead> <tr> <th></th> <th><u>2008</u></th> <th><u>2009</u></th> <th><u>2010</u></th> </tr> </thead> <tbody> <tr> <td>ELL/Non</td> <td>35/23</td> <td>48/25</td> <td>47/45</td> </tr> <tr> <td>Girls/Boys</td> <td>29/27</td> <td>37/27</td> <td>47/43</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • CSAP Data indicates that Non-ELL students and girls 		<u>2008</u>	<u>2009</u>	<u>2010</u>	ELL/Non	35/23	48/25	47/45	Girls/Boys	29/27	37/27	47/43	<p>Writing:</p> <ul style="list-style-type: none"> • ELL students and boys need additional support in writing instruction. • Implementation with fidelity of district writing curriculum • Blended services intervention model 	<p>Writing:</p> <ul style="list-style-type: none"> • Lack of building writing curriculum • Lack of sheltered instruction strategies 	
	<u>2008</u>	<u>2009</u>	<u>2010</u>												
ELL/Non	35/23	48/25	47/45												
Girls/Boys	29/27	37/27	47/43												

	are making larger and more consistent growth gains in writing														
	<p>Math MGSP for 4th and 5th grade:</p> <table border="1"> <thead> <tr> <th></th> <th><u>2008</u></th> <th><u>2009</u></th> <th><u>2010</u></th> </tr> </thead> <tbody> <tr> <td>ELL/Non</td> <td>31/25</td> <td>35/27</td> <td>38/47</td> </tr> <tr> <td>Girls/Boys</td> <td>33/24</td> <td>29/35</td> <td>26/50</td> </tr> </tbody> </table> <p>CSAP data indicates that Non-ELL and boys are making larger and more consistent gains in math</p>		<u>2008</u>	<u>2009</u>	<u>2010</u>	ELL/Non	31/25	35/27	38/47	Girls/Boys	33/24	29/35	26/50	<p>Math:</p> <ul style="list-style-type: none"> • ELL students and girls need additional support in math instruction • Implementation with fidelity of district math curriculum <p>Blended services model</p>	<p>Math:</p> <p>Boys at Westminster Elementary receive significant attention for behavioral challenges and therefore are receiving additional support from staff that is helping with academic success as well.</p>
	<u>2008</u>	<u>2009</u>	<u>2010</u>												
ELL/Non	31/25	35/27	38/47												
Girls/Boys	33/24	29/35	26/50												

 Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education

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 *At the time of this revision of Westminster Elementary’s UIP, available CSAP data for 2011 includes only achievement data for 3rd grade Reading. The below narrative will undergo further revisions once the full battery of 2011 CSAP data is available.*

<p>Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?</p>		<p>Root Cause Analysis: Why do we think our school’s performance is what it is?</p>		<p>Verification of Root Cause: What evidence do you have for your conclusions?</p>
--	--	--	--	---

Westminster Elementary School

A School Support Team (SST) Review for Westminster Elementary School was held during the 2009-2010 school year. The following information includes focus points, observations, and next steps from the SST review, follow-up during the school year 2010-2011, and a cumulative year-end review in May 2011.

School Profile:

Demographic data:

- % 68.62 of students are free and reduced lunch
- % 38.6 are English Language Learners (NEP & LEP)

CSAP Achievement Summary:

	2008	2009	2010		2008	2009	2010		2008	2009	2010		2008	2009	2010
Reading				Writing				Math				Science			
3rd	33	44	26	3rd	7	15	10	3rd	40	27	30	3 rd	N/A	N/A	N/A
4th	33	21	32	4th	18	7	20	4th	38	31	17	4th	N/A	N/A	N/A
5th	42	41	31	5th	14	16	17	5th	31	32	40	5th	3	11	11

A summary of the school's Academic Achievement, Academic Growth, and Academic Growth Gaps over the past three years is recorded as follows:

Academic Achievement

Academic Growth

--	--	--	--

Academic Growth Gaps

Overall rating: Priority Improvement

Priority Improvement Plan Status: Westminster Elementary earned 43.8 out of a possible 100 points on the school performance framework (one year plan).

History:

Through the January 2010 SST review process, it was determined that the first two areas of improvement necessary to raise student achievement were to:

- Design and implement effective professional development to build and deepen instructional practices proven to raise student achievement.
- Create a culture of high-expectations, rigor, and engaging instructional practices.

Using these two themes as a basic structure for improvement, a plan was developed. Highlights of this plan are recorded in the SST grant proposal for 2010.

“This plan is designed around gathering and using data to inform our decisions, progress and interventions. We took to heart the need to use external sources with a proven track record to build an understanding of what constitutes proficient student work as well assist our staff in building and deepening effective instructional and management practices designed to close achievement gaps. In addition to taking advantage of external sources, this plan also emphasizes building a collective efficacy, collective accountability and collective sustainability to extend beyond year 2 and to extend into all content areas versus focusing on a set of interventions designed to improve achievement in one area only.”

“All staff will participate in professional development in standards based, learner-centered, evidence based instruction and management professional development. We will also participate in professional development in data analysis for instructional impact as well as participate in data retreats to monitor our effectiveness as well as progress monitor student rate of proficiency. We will contract with CDE approved vendors, Just Ask Publications and Professional Development, an approved vendor for Turn Around Schools as well as a highly regarded Positive Behavior Support consultant, Kiki McGough.”

Very aggressive goals were established by the building leadership team. These goals included specific benchmarks in order to establish a trend for success. Indicators of success included:

- 100% of Westminster Elementary students continuously enrolled during the 2010-2011 school year will master 20+ Learning Targets in Literacy and 20+ Learning Targets in Math, as well be introduced to 24 new LTs by June of 2011 as measured by Scantron, Educate, and at least 3 pieces of proficient student work by June of 2011.
- 100% of instructional staff will participate in school improvement professional development and its implementation as measured by attendance log and evaluation and PDCA sheets completed.
- By May 2011, 100% of staff at Westminster will participate and show adequate growth on accountability survey-implementation of effective management/instruction/accountability practices.
- Staff will analyze performance data monthly and quarterly to determine progress towards 100% of Westminster Elementary students attaining mastery of at least 20 LTs in Literacy and 20 LTs in math as well as the introduction of at least 12 additional LTs in Literacy and 12 additional LTs in Math.

In order to appropriately develop the goals and benchmarks, outside agencies were included, as well as a coach/facilitator. These groups and individuals provided support for the school and staff throughout the year.

At the end of the grant year a follow-up review was conducted by Jan Bahner, who served the school as an independent facilitator. The role of the facilitator included support for staff and administration and periodic benchmark checks as well as compilation of the year-end review. The following reflects information gathered during the 2010-2011 school year and the final review.

Planned activities, related to identified need included the following:

- **Identified Need:** Design and implement effective professional development to build and deepen instructional practices proven to raise student achievement.
 - A Needs Survey for instructional, management, and accountability strategies was created and the staff was surveyed.
 - Fall professional development for classroom management was completed
 - Ongoing professional development during the year was evident in improved classroom management strategies
 - Employment of Just Ask Consulting group to provide coaching to staff

- End of Year professional development retreat was held to review data, effective instructional strategies and effective classroom management practices.
- **Identified Need:** Include clear accountability criteria for PD implementation, be evaluated on how implementation affects student achievement and use data to closely monitor the effect of professional development activities on student achievement.
 - Data from the school survey was used to change instruction to increase student achievement.
 - Release time was provided for peer coaching, and observation.
 - Accountability Coach (facilitator) was hired to provide ongoing support
 - End-of-year evaluation was conducted in May of 2011
- **Identified Need:** Create a culture of high expectations, rigor, and engaging instructional practices.
 - 100% of staff will demonstrate consistent understanding and implementation of behavior expectations in all areas.
 - 100% of instructional staff will demonstrate knowledge of and consistent implementation of effective instructional practices.
 - 100% of instructional staff will demonstrate coordinated instruction in each classroom as a result of weekly team planning.
 - We will demonstrate that skills of teachers are matched with needs of students by conducting PDCA on a quarterly basis (Most skilled staff working with highest needs students).
 - Purchase Professional Instructional /Management Library with PSTs for use in Spring/Summer at end of year 2 for implementation during year 3 and beyond (also an added sustainability measure).

Progress on Goals:

Success was demonstrated in areas such as:

- Incorporation of data analysis and meetings into the school routine; however, this work is still in the beginning stages.
- Improved student behavior throughout the building
- Celebration of student advancement through the district developed standards-based level system
- Creation of a new building leadership team

Although many of the activities took place and some success was achieved, much work still remains. Roadblocks to success include:

- Change in building leadership
- 50% of staff was new during year two
- Numerous health-related teacher absences resulting in multiple long-term subs
- Lack of available qualified substitutes causing disruption in student schedules as well as the use of staff members that have other obligations/duties
- District change of student advancement levels causing the benchmarking system designed by the BLT to be ineffective
- Testing sources (district) did not come when expected or were unavailable

Review of Data Points from the 2010-2011 School Year

Reading:

DIBELS Fluency Data	<u>Dec-</u> 2010	<u>May-</u> 2011	<u>Dec-</u> 2010	<u>May-</u> 2011	<u>Dec-</u> 2010	<u>May-</u> 2011
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

	Benchmark		Strategic		Intensive	
Letter Naming Fluency (K)	53	45	18	24	30	31
Initial Sound Fluency (K)	3	NA	75	NA		NA
Phoneme Segmentation Fluency (K)	51	57	10	24	38	19
Nonsense Word Fluency (K)	55	54	16	12	29	34
Letter Naming Fluency (1st)	33	NA	22	NA	44	NA
Phoneme Segmentation Fluency (1 st)	78	89	19	7	4	4
Nonsense Word Fluency (1st)	30	32	30	46	41	21
Oral Reading Fluency (1st)	33	29	22	18	44	54
Oral Reading Fluency (2nd)	46	38	14	26	41	35
Oral Reading Fluency (3rd)	26	15	19	30	56	56
Oral Reading Fluency (4th)	32	22	21	38	46	41
Oral Reading Fluency (5th)	51	42	19	24	30	34

- 197 Level Passages in Literacy
- 53% of students proficient on the District Reading Assessment
- 75% of students made adequate growth on Scantron Performance Series Reading
- 19% of students proficient on 3rd grade reading CSAP

Writing:

- 197 Level Passages in Literacy
- Quarterly school wide inter-rater reliability and data review sessions around common writing prompts

Write...From the Beginning School Wide Prompt Data				
Percent Proficient (purple indicates growth from previous sample)				
	1/19/2011	3/1/2011	5/3/2011	5/24/2011
Genre	Narrative	Narrative	Writing to Explain Why	Writing to Explain Why
Prompt	Tell about your favorite friend	Tell about something you like to do on the playground	Favorite Game or Sport	Mascot Prompt

Skul	0%	7%	7%	21%
Becker	13%	37%	24%	38%
Dute	0%	0%	0%	27%
Medford	10%	15%	0%	0%
Cyr	79%	89%	56%	32%
Weaver	43%	17%	31%	23%
Byrd	58%	0%	NA	NA
Crell	NA	50%	0%	17%
Stapp	NA	NA	0%	4%
Sutton	32%	48%	43%	NA
School Average:	29%	29%	18%	20%

Math:

- 245 level passages in math
- 75% of students made adequate progress on the Scantron Performance Series assessment

Next Steps for Westminster Elementary

The following observations reflect ideas expressed by staff of the school, as well as the facilitator/coach. Although many staff members stated they had achieved some success (as expressed by the number of students passing levels) and were on the right road, there was agreement that much work still must be done. There is an expressed belief that they hold the ability within the staff, but feel that some basic next steps must be made. The following are next steps and intended to provide a basis for continued growth in student achievement.

Focus

Staff members reflect that they never become proficient in what they teach as change occurs regularly. Maintaining a focus is difficult when there is constant change, as well as the tendency to “do everything now”. Teachers are constantly learning new material, learning new techniques, and working with a variety of consultants. In order to help staff members focus, it is important to start the year with agreements around what is important in the school. Although much needs to be done, successful schools choose one or two areas on which to focus and create a culture where all efforts (professional development, funding, staffing, etc.) are directed toward these objectives.

Consistency

Consistency includes a basic understanding and agreement upon principles that guide the building. An agreement must be reached on the subjects of staff and student accountability, instructional practices; and proficiency. Additionally, it is evident that there needs to be consistency in staff of the building. With a 50% turnover this year and numerous long-term substitutes, students receive different instruction throughout the building.

Consistency in coaching

It would be beneficial for Westminster Elementary to employ two academic coaches (math and literacy) for the next school year. The coaches should be trained in successful coaching techniques for all instructional staff members and coaching should not be optional

Consistency in interventions

When interventionists are continually pulled from students, the effectiveness of the intervention is greatly diminished. Consider using the paraprofessionals in the building to provide support that will allow interventionists to be with students first. Support should include clerical duties, as well as providing **follow-up** for students. Paras should never provide first instruction to students.

Consistency of staff

Creating consistency within the staff can be achieved over time. As Westminster Elementary becomes more successful, staff members will wish to remain. When openings do occur, the pool of qualified applicants will grow. When new staff members are hired it is imperative that they are “brought up to speed” on skills that experienced teachers possess. Another way to assure that staff members all possess quality skills, is to provide mentoring from coaches and other teachers that remains past the first year of a new teacher’s contract. As a professional, experienced staff is created it is imperative that the most qualified teacher is placed with students with the greatest need. The principal position involves both Westminster Elementary and a feeder preschool. Excellent community relationships can be developed by having the same administrator for both the preschool and elementary school; however, efforts must be made to allow sufficient time for the principal to be available for the needs of the elementary school.

Consistency for students

Research shows that students who attend the same school over time achieve more academic success. Many students begin in pre-school and desire to attend a full-day kindergarten at Westminster Elementary. Consider providing the opportunity for these families to join the Westminster Elementary school family through a strong foundation of full-day kindergarten. Develop a collaborative environment between the pre-school and the elementary school that includes discussions of curriculum and key-transition points.

Standards-based System

Many changes have occurred around standards-based instruction and what it means to teachers at Westminster Elementary. Teachers are trying to work through the district’s standards-based system which continually changes as the process transforms to meet new demands, such as new standards. During the upcoming year, teachers will include the new Core Standards as well as thematic units. A clear understanding of the teaching/learning cycle is essential as teachers seek to meet the needs of all learners while providing students with access to grade-level material. Successful coaching can assist this as well as providing external resources (outside the district) that will help staff coordinate the district’s requirements of SBE and teaching/learning.

Data

The use of data to inform instruction is, again, inconsistent practice throughout the building. Data meetings are just beginning, but are a promising start. Suggestions to increase the effectiveness of data are to include the following:

- Consistently use data analysis to guide instruction.
- Train staff members to retrieve, understand, and successfully incorporate data in all instructional decisions.
- Include all parties in analysis of student progress.
- Find effective means to progress monitor students so that interventions can be accessed quickly and effectively.
- Use data analysis to guide professional development. If students are not successful, examine what changes must be made in instruction!
- Help students use of data to guide their own instruction.

- Publicly share data. This might be difficult, but sharing of specific data as to what is successful will greatly benefit student progress. This must be done in a climate of trust!
- Consider examining schools that have successful Professional Learning Communities (PLC) in place and use this information to structure data meetings.

Collaborative Leadership

All staff members, including administration, must be effective leaders. This is an on-going process. Support for the continual development of leadership skills is at the heart of successful schools. There are numerous ways in which to build leadership capacity and may include:

- Providing mentors for teachers, coaches, and administration. These can be within the building, the district, or from an external source, but mentoring must be ongoing.
- Creating an effective Building Leadership Team. This team must be able to collaborate, communicate, and understand the goals of the building. They must be well-trained and represent the diversity of the staff.

Accountability

Staff members in successful schools are accountable to themselves and each other for student learning. Accountability can be increased through an effective PLC process. Consider examining other schools and/or districts to find best practices of PLCs as well as incorporating the services of a consultant to aid in this process.

Collaboration

Staff members report a desire to increase **productive** collaboration. Successful vertical and horizontal meetings produce an air of trust while providing opportunities for shared leadership throughout the building. These meetings are:

- non-negotiable,
- include all appropriate staff members,
- share leadership responsibilities,
- driven by data, and
- structured to include agendas, minutes, expectations, and follow-up.

A culture of “team”

Through interviews and observations there is an expressed need for an increased team approach. Staff members need to develop more shared/collaborative leadership throughout the building. Additionally, there needs to be more defined roles for teachers, paras, interventionists, and coaches.

Communication

Great strides have been made in communication, but much work remains. Effective communication can produce efficient use of resources (staff) and more productive meetings. Many issues can be easily solved at the lowest level when communications are effective. Create a communication system for all stakeholders and keep everyone in the loop with all voices heard.

Helping students become active in their own learning

In a true standards-based system, students are active in their own learning. Westminster Elementary has progressed significantly in this area. In order to take it to the next level, consider ways that will keep students engaged and motivated. As students move through levels, they must be able to understand their own data and use it in goal setting.

Technology

Technology can provide staff and students alike with tools that greatly enhance instruction and learning. Westminster Elementary has limited access to 21st Century technology and currently there is limited expectation that teachers incorporate it into their own instruction moreover, there is a need for professional development in how to use it.

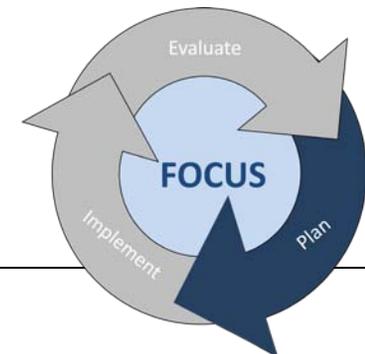
Westminster Elementary is a school that has had multiple roadblocks, but the staff continues to express a hopefulness and optimism with a “can-do” attitude. With constant, consistent, and focused direction the students will be able to increase academic achievement. The work of the staff over the last year, and the progress they have made is indicative of the ability to achieve success. Additional progress may not come quickly, but with effort it can and must happen.

Section IV: Action Plan(s)

This section focuses on the “plan” 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. 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 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. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). 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 below.

Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.) *At the time of this revision of Westminster Elementary’s UIP, available CSAP data for 2011 includes only achievement data for 3rd grade Reading.*

Performance Indicators	Measures/ Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	3 rd : From 26% P&A in 2010 to 71.6% in 2011 4 th : From 32% P&A in 2010 to 71.6% in 2011 5 th : From 31% P&A in 2010 to 71.6% in 2011.	3 rd : From 19% P&A in 2011 to 75% in 2012 4 th : From 71.6% P&A in 2011 to 75% in 2012 5 th : From 71.6% P&A in 2011 to 75% in 2012	<ul style="list-style-type: none"> Teacher-made formative assessments Scantron performance series (3x/yr.) DIBELS Next benchmark (3x/yr.) and progress monitoring (monthly) Weekly walkthrough monitoring for consistency by building principal, instructional coach, teachers, and ENI coach. Measurement Topic Assessments (ongoing) 	<ul style="list-style-type: none"> Continued Implementation of <i>Open Court</i> reading curriculum and corresponding staff PD. Continued use of Daily 5 strategies during daily literacy block. Continued implementation of Thinking Maps (PD and implementation) TCAP shared activity review during data meetings. Blended services intervention model ENI coaching/consultation Analysis of CELA data during data meetings
		M	3 rd : From 30% P&A in 2010	3 rd : From 70.9% P&A in 2011 to 75% in	<ul style="list-style-type: none"> Weekly walkthrough monitoring for 	<ul style="list-style-type: none"> Ongoing consultation with District Math consultant.

			to 70.9% in 2011 4 th : From 17% P&A in 2010 to 70.9% in 2011 5 th : From 40% P&A in 2010 to 70.9% in 2011	2012 4 th : From 70.9% P&A in 2011 to 75% in 2012 4 th : From 70.9% P&A in 2011 to 75% in 2012	consistency by building principal, instructional coach, teachers, and ENI coach. • Everyday Math end of unit assessments (ongoing) • Scantron Performance Series assessments (3x/yr.) • Measurement Topic Assessments (ongoing) • Quarterly Math Assessment	<ul style="list-style-type: none"> • Following district expectations for use of Everyday Math curriculum • Blended services intervention model • TCAP shared activity review during data meetings • ENI coaching/consultation
		W	3 rd : From 10% P&A in 2010 to 53.5% in 2011 4 th : From 20% P&A in 2010 to 53.5% in 2011 5 th : From 17% P&A in 2010 to 53.5% in 2011	3 rd : From 53.5% P&A in 2011 to 60% in 2012 4 th : From 53.5% P&A in 2011 to 60% in 2012 5 th : From 53.5% P&A in 2011 to 60% in 2012	<ul style="list-style-type: none"> • Weekly walkthrough monitoring for consistency. • Measurement Topic Assessments (ongoing) • School wide Write from the Beginning prompt writing (bi-weekly) • Quarterly WFTB rubric checks (1 Expository/1 Narrative) 	<ul style="list-style-type: none"> • Continued Write from the Beginning professional development and inter-rater reliability meetings along with PD and implementation of Write from the Beginning and Beyond. • Blended service intervention model • TCAP shared activity review during data meetings • ENI coaching/consultation
		S	From 11% P&A in 2010 to 47.5% in 2011	From 47.5% P&A in 2011 to 55% in 2012	<ul style="list-style-type: none"> • FOSS Assessment Checklists • Walkthroughs giving feedback on consistency of implementation 	<ul style="list-style-type: none"> • FOSS kits and corresponding FOSS assessments.
	AYP (Overall and for each disaggregated groups)	R	80% of all students and of each disaggregated group will be PP and above or will show a 10% reduction in percent of students scoring non-proficient.	80% of all students and of each disaggregated group will be PP and above or will show a 10% reduction in percent of students scoring non-proficient.	<ul style="list-style-type: none"> • DIBELS benchmark (3x/yr.) and progress monitoring (biweekly) • Individual student goals on MT completion (weekly) • DRA for primary students (3x/yr) • Performance Series assessment (3x/yr) • Weekly walkthrough monitoring for consistency • Measurement Topic Assessments (ongoing) 	<ul style="list-style-type: none"> • Continued Implementation of <i>Open Court</i> reading curriculum and corresponding staff PD. • Continued use of Daily 5 strategies during daily literacy block. • Continued implementation of Thinking Maps (PD and implementation) • CSAP frameworks as a focus during data planning meetings. • Blended services intervention model

					<ul style="list-style-type: none"> Quarterly WFTB rubric checks (1 Expository/1 Narrative) 	<ul style="list-style-type: none"> ENI coaching/consultation
		M	80% of all students and of each disaggregated group will be PP and above or will show a 10% reduction in percent of students scoring non-proficient.	80% of all students and of each disaggregated group will be PP and above or will show a 10% reduction in percent of students scoring non-proficient.	<ul style="list-style-type: none"> Weekly walkthrough monitoring for consistency Everyday Math end of unit assessments (ongoing) Scantron Performance Series assessments (3x/yr.) Measurement Topic Assessments (ongoing) 	<ul style="list-style-type: none"> Ongoing consultation with District Math consultant. Following district expectations for use of Everyday Math curriculum Blended services intervention model CSAP frameworks as a focus during data planning meetings. ENI coaching/Consultation
Academic Growth	Median Student Growth Percentile	R	Students will move from 44% median student growth percentile to 54%.	Students will move from 54% median student growth percentile to 60%.	<ul style="list-style-type: none"> Scantron Measurement Topic Assessment (ongoing) DIBELS benchmark (3x/yr.) and progress monitoring (biweekly) Individual student goals on MT completion (weekly) DRA for primary students (3x/yr) Performance Series assessment (3x/yr) Weekly walkthrough monitoring for consistency. Measurement Topic Assessments 	<ul style="list-style-type: none"> Continued Implementation of <i>Open Court</i> reading curriculum and corresponding staff PD. Continued use of Daily 5 strategies during daily literacy block. Continued implementation of Thinking Maps (PD and implementation) CSAP frameworks as a focus during data planning meetings. Blended services intervention model ENI coaching/consultation
		M	Students will move from 43% median student growth percentile to 55%.	Students will move from 55% median student growth percentile to 65%.	<ul style="list-style-type: none"> Weekly walkthrough monitoring for consistency Everyday Math end of unit assessments Scantron Performance Series assessments (3x/yr.) Measurement Topic Assessments 	<ul style="list-style-type: none"> Ongoing consultation with District Math consultant. Following district expectations for use of Everyday Math curriculum CSAP Frameworks referenced on action plans Blended services intervention model

					<ul style="list-style-type: none"> • ENI coaching/consultation 	
		W	Students will move from 47% median student growth percentile to 55%.	Students will move from 55% median student growth percentile to 65%.	<ul style="list-style-type: none"> • Weekly walkthrough monitoring for consistency • Measurement Topic Assessments • Write from the Beginning rubrics (bi-weekly) 	<ul style="list-style-type: none"> • Write from the Beginning professional development. • CSAP Frameworks referenced on action plans • Blended service intervention model • ENI coaching/consultation
Academic Growth Gaps	Median Student Growth Percentile	R	Overall growth for EL learners will increase from 51 st to 55 th percentile.	55 th to 65 th	<p>Reading:</p> <ul style="list-style-type: none"> • All subgroups need additional support in reading instruction • Implementation with fidelity of district reading curriculum • Use of CELA data during data meetings 	<p>Reading:</p> <ul style="list-style-type: none"> • Consistent use of district reading curriculum • Consistent use of effective instructional strategies (including sheltered instruction, small groups, etc.)
		M	Overall growth for EL learners will increase from 38 th to 55 th percentile.	55 th to 65 th	<ul style="list-style-type: none"> • ELL students need additional support in math instruction • Implementation with fidelity of district math curriculum • Blended services model 	<ul style="list-style-type: none"> • Consistent use of district mathematics curriculum. • Use of sheltered instructional strategies for ELA learners.
		W	Overall growth for EL learners will increase from 47 th to 55 th percentile.	55 th to 60 th	<ul style="list-style-type: none"> • ELL students need additional support in writing instruction • Implementation with fidelity of district writing curriculum • Use of CELA data during data meetings • Blended services intervention model 	<ul style="list-style-type: none"> • Consistent use of district writing curriculum and corresponding teacher professional development. • Consistent use of sheltered instructional strategies and staff PD on those strategies.
Post Secondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A
	Mean ACT		N/A	N/A	N/A	N/A

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 identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) 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, 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/restructuring under Title I (see pre-populated report on p. 2), 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: Continue to implement and refine the Districtwide systemic implementation of our Learner-Centered, Standards-based System across the district.

Root Cause(s) Addressed:

- 11.0 Current district-wide progress monitoring structures are not effectively impacting/improving/guiding: instructional practices, PLCs, data analysis, leadership, accountability, assessments, and professional development.
- 12.0 Lack or very limited monitoring of systemic evidence-based instructional models with clearly defined expectations, focused coaching and systematic monitoring of progress toward effective instruction and learning for every student.
- 13.0 Lack of deep understanding and implementation of the District's Learner-centered instructional model.
- 14.0 Have not defined what "success" is and how to measure it.
- 15.0 Lack of clearly defined and aligned expectations, proficiency and consistent use of measures to determine progress/impact.

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

- State Accreditation
- Title IA Program Improvement/Corrective Action Plan
- Title IIA (2141c)
- Title III (AMAOs)
- Dropout/Re-engagement Designation
- Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Shared Vision Revitalize vision each year at District, School and Classroom Convene a taskforce of stakeholders (teachers, parents, community leaders) to revitalize district shared vision and action steps to achieve shared vision Community and parent input into our shared vision to align with the Title I and Title III parent involvement requirements.	Year 1: August 2011 – August 2012	Chief Education Officer	Local General Budget and TDIP	District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)
Leadership	Year 1:	Chief Education	Local General Budget/ Title	District Self-Assessment Tool

<p>Training on evaluation, communication and cultural proficiency Deepening understandings of an authentic Learner-centered, Standards-based System aligned with the DSAT (District Self- Assessment Tool) and SSAT (School Self- Assessment Tool)</p>	<p>August 2011 – August 2012</p>	<p>Officer</p>	<p>IIA \$300,000</p>	<p>(DSAT) School Self-Assessment Tool (SSAT)</p>
<p>Standards-based Design: Measurement Topics & Learning Targets Begin implementing the newly aligned LT’s and instructional resources to new state standards and common core</p>	<p>Year 1: August 2011 – August 2012</p>	<p>Chief Education Officer</p>	<p>Local General Budget</p>	<p>District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)</p>
<p>Standards-based Design: Instruction Focus on continued development and implementation of a research- based instructional model aligned to SBS Provide professional development to deepen Learner-centered instructional practices and proficiency for all students Continue creation of student and teacher exemplars Implement instructional protocols and processes to monitor implementation of instructional strategies</p>	<p>Year 1: August 2011 – August 2012</p>	<p>Chief Education Officer</p>	<p>Local General Budget/Title IIA \$200,000</p>	<p>District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)</p>
<p>Standards-based Design: Assessment & Evaluation of Results Create preassessments and common assessments with appropriate training Realign MTA’s with new standards</p>	<p>Year 1: August 2011 – August 2012</p>	<p>Director of Assessment & Instructional Technology</p>	<p>Local General Budget</p>	<p>District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)</p>
<p>Standards-based Design: Recording & Reporting Enhance and refine current system Integrate all data systems Deepen understandings of Data Driven Dialogue and use of data walls</p>	<p>Year 1: August 2011 – August 2012</p>	<p>Director of Assessment & Instructional Technology</p>	<p>Local General Budget/Title IIA \$100,000</p>	<p>District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)</p>
<p>Continuous Improvement Develop clear guidelines and timelines for changes Clear communication plans and protocols Develop cycle times aligned to Strategic Plan and</p>	<p>Year 1: August 2011 – August 2012</p>	<p>Chief Education Officer</p>	<p>Local General Budget</p>	<p>District Self-Assessment Tool (DSAT) School Self-Assessment Tool (SSAT)</p>

accountability requirements.				
------------------------------	--	--	--	--

Major Improvement Strategy #2: Implement efficient management and use of building time, resources, and instructional improvement efforts in the Transformational Model of School Improvement. (Student Engagement, Catch-up, and Acceleration)

Root Cause(s) Addressed: Inefficient management and use of building time, resources, and instructional improvement efforts.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Restructure support services (ELL, Title 1, Special Education, classroom teachers, instructional coach) to ensure all students identified as at-risk in reading (CSAP/DIBELS) receive daily targeted small group instruction and extensive progress monitoring.	September 2011	Intervention Staff Classroom Teachers	N/A – existing resources used	Electronic data spreadsheets disseminated to all staff (updated every 3 weeks) Three week team planning rotations (including instructional coach, classroom teachers, interventionists) to examine formative data and make instructional planning decisions.
Revisit staff-wide common agreements and school-wide instructional foci as determined during June 2011 SST retreat (Planning funds)	August 12, 2011	All instructional staff	20/hr X 7.5 hrs x 19 staff = \$2850 + 570 benefits	All staff will receive 2011 class rosters. Interventionists will be assigned to classes based on student needs. Classroom teachers will be assigned based on experience, skills, and student need.
Identification and development of quarterly assessments in math	Summer 2011	Rosemary Jones	\$500 + \$85 benefits	Math assessments are given quarterly by assessment team.
Provide professional development to all Westminster Elementary Instructional staff on	August 2011	All instructional staff	Instructional Coach District 50 trainers	Core content standards will be explicitly used in lesson planning,

the adoption of Core Content Standards and alignment to District 50 leveling system				instruction, and assessments. Weekly walkthroughs will look for standards being used in planning, instruction and assessment.
Provide professional development on DIBELS Next to ensure consistency of use throughout building.	August 2011	All instructional staff Diane Fenick	Diane Fenick as trainer	Staff usage of DIBELS Next in planning and student instructional groupings.
Scheduled team collaboration and data review to ensure efficient and effective use of the teaching/learning cycle. <ul style="list-style-type: none">During plan time - classroom teams (2 classrooms per team) will examine student data with intervention specialists.	1 st meeting - August 29 th (ongoing every three weeks)	Instructional staff including interventionists	Instructional Coach ENI Coach Interventionists	Data points throughout year to be reviewed based on instructional schedule. Teachers' plans will be reviewed to ensure that appropriate data points are being used in instructional planning.
Provide researched-based intervention for ELA students to assist in closing language gap	August 2011-May 2012	ELA teacher Rosetta Stone licenses per student.	250 licenses at 30.00/license = \$7500	All students in tech lab on Rosetta Stone software during weekly tech time. Pre/Post reports out of RS software – ongoing progress monitoring through RS reports
Conduct quarterly assessments in literacy (comprehension/fluency – DIBELS next), math (core content Math assessments), Writing (Expository writing samples – WFTB), coordinated FOSS unit tests (Science)	August/Nov/Feb/May	Testing team	3 staff, 30 hours per quarter @ \$20/hr = \$7200 salaries and \$1224 benefits	Quarterly assessments will provide ongoing formative information to determine student progress in content areas.
Instructional coach specifically hired to assist teachers in reading and writing instruction. This instructional coach would work collaboratively with teachers in a variety of formats including a peer coaching model using Cognitive Coaching techniques, modeling appropriate instructional strategies in a collaborative teaching model, taking teachers on instructional rounds to observe master reading teachers, and assisting	August 2011	HR Principal	52,000 + 20% benefits = \$62400	Provide intensive job-embedded coaching, collaborative work with teachers, modeling appropriate instructional strategies, etc.

teachers in planning and use of instructional data to form small instructional groups and making instructional decisions.				
Provide early intervention to young students to ensure that all students entering Primary classrooms are at grade level.	August 2011	Additional .5 FTE to supplement ½ day kindergarten to full day.	Pay Dependent on staff member – Approximately \$40,000 (salary + benefits)	FDK enrollment at 24 in both classrooms. Track number of preschool students remaining as Full Day Kindergarten students. DIBELS next data Pre and Post assessment data on District 50 Kindergarten screening
Staff will review student writing samples for consistent inter-rater reliability across classrooms.	Quarterly (1 narrative/1 expository sample)	Instructional coach Principal ENI Coach?	4 times per year x 10 staff members x 20/hr = \$800	Teachers will demonstrate consistent scoring of student work on WFTB rubrics.
Staff will continue to examine and refine consistent behavior expectations and management techniques including consistency of behavior management, focus on bullying prevention, proactive responses to students, etc.	Quarterly	Kiki McGough Breann Herring All instructional staff	Paid by D. 50	Referral data will be reviewed for trends and patterns on a quarterly basis.
Electronic data records will be processed efficiently to ensure timely and accurate data for teachers to use for instructional planning.	Biweekly support beginning in September of 2010	ESP staff member	13/hr x 7 hours x 20 weeks = 1820 + 17% benefits = \$2130	Educate and Scantron data are aligned and available to teachers on a bi-weekly basis.
Alignment of Core Content Standards with District MT's	September 2011	Matt McManus	Paid by D. 50	Teachers have core content standards included in lesson plans that are aligned to D. 50 instructional levels. (Will be checked by principal during data conferences.)
Instructional technology will be used to inform instruction and planning, ensure students have access to 21 st century learning skills, assessments, and web-based learning.	August 2011	District 50 IT staff	Purchase of 28 HP Netbooks (880 each x 32 = 24,640 + 2500 for cart = \$27140)	Schedule will be established for student usage. Teachers will be trained by District 50 assessment office on use of tools to help students

			Purchase of 20 iPads (600 x 20) = 12,000 5 Document Cameras (600 X 5) = 3,000 5 LCD Projectors (400 X 5) = 2000	access 21 st century learning.
Ensure all grant components (compliance paperwork, reports, etc.) are met on a weekly basis.	August 2011	Building Secretary	2 hrs/week x 34.5 hr x 32 = 2208 x 17% benefits = 2539.00	Weekly updates from building secretary.
Work with staff to develop a process for teacher evaluation to include student growth and ongoing collections of professional practice reflective of student achievement. <ul style="list-style-type: none"> Develop a process for identifying/recognizing teachers experiencing exceptional success as measured by student growth/achievement and develop a process for sharing this success with colleagues to further build capacity. 	Implement by October 2011 And on-going throughout duration of grant – 4th year will have a usable process with minimal needs for refinement	Principals, lead teachers, HR	Initial planning to develop processes (6 staff, 10 hours each, \$20/hour = \$1200 salaries and \$216 benefits) Annual refinements (6 staff, 4 hours each, \$20/hour = \$480 salaries and \$86 benefits)	Teacher evaluation criteria, clearly communicated processes, observation and evaluation documentation
Coordinate with all 5 schools to identify roles and responsibilities of our outside provider (ENI) <ul style="list-style-type: none"> Embedded coaching/training for building coach and principal (year 1), teacher leadership team (year 2), all teachers for peer coaching (year 3), leadership capacity of 90% of staff in the coaching model built by year 4 TIG Facilitator to oversee 5 school TIG implementation efforts and coordinate communication and requirements with CDE to include monitoring UIP goals through periodic visits and data collection by a	August 2011	HR/Learning Services	\$15,000 for salary + benefits per school– cost will be split between 5 TIG schools	UIP progress reports to buildings, district and CDE at least quarterly

<p>Unified Plan external facilitator (ENI)</p>				
<p>Consistently communicate changes (TIG efforts) to all stakeholders, and provide multiple opportunities for stakeholder input.</p> <ul style="list-style-type: none"> • Monthly BAAC/PTA meetings • DAAC data wall gallery walks (Fall and Spring annually) • Periodic reports to the Board of Education • Website Turnaround section with on-going updates (beginning July 2011) • Parent monthly TIG news in newsletters beginning September 2011) <p>Information giving and exit card use for feedback utilized for at least 20 of the 30 planned 2011-12 parent engagement activities (See next activity)</p>	<p>August 2011</p>	<p>Building Principal Office staff BLT</p>	<p>\$500 for supplies – paper, data boards, printing supplies, etc.</p>	
<p>Provide on-going mechanisms for family and community engagement (20 events over the course of the year).</p> <ul style="list-style-type: none"> • Monthly Family Nights (examples will include Movie Night, BINGO, etc.) • Monthly Parent Workshops (Safety for your child, understanding how to access and use Educate to track your child’s learning, how to help your child with reading, etc.) • Monthly morning pastry with the principal in the library • Monthly parent and teacher building planning sessions (PTA, BAAC, and TIG activities) • Survey parents in Spring 2012 to plan activities for year 2 – (maintain grant funding to support and include costs to support identification and training of community and parent leads for 	<p>Beginning September 2011 and on-going throughout duration of grant and into year 4</p>	<p>CSWPC Building administrator Title 1 staff member</p>	<p>Lead teams to establish events in year 1, identify community/parent leads in year 2, train community/parent leads in year 3 to build sustainability in year 4 CWSPC - \$2500 for services to support parenting nights along with \$1000 supplies and materials and \$1000 purchased services to supplement building and PTA contributions for each event</p>	

sustainability in year 4)				
---------------------------	--	--	--	--

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #3: Provide effective research based core instruction and frequent job-embedded professional development sessions to include making available analyzing and utilizing exemplars to engage students in understanding proficient work.

Root Cause(s) Addressed: We are not consistently providing instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor). (Student Engagement, Catch-up and Acceleration, First Best Instruction.)

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Continue to build instructional rigor, student engagement, and bell-to-bell instruction through teacher professional development.	Monthly book study during staff meetings	Instructional Staff Instructional Coach	Text - <i>Clockwatchers</i> (<i>Stevie Quate</i>) 30 copies x 21.00 = \$630	Monthly sign in sheets/meeting minutes Student referral data Classroom walkthroughs and observations targeting student on-task behavior
Provide job-embedded professional development focusing on rigorous instructional practices and high-yield strategies to improve reading instruction preK-5th grade. Year 1 – Coaching Principal/Staff Year 2 – Team coaching Year 3 – Peer coaching	Average of 2 coaching sessions weekly + attendance at bi-weekly staff meetings and tri-weekly data reviews	ENI coach Instructional coach Building principal	ENI – Cost for coaching + PD - \$140,00	Coaching visits with teachers aligned with data review goals. Assistance for teachers in best practices in use of data and instructional planning. Improving delivery of instruction and data usage. Meeting agendas/minutes
Provide professional development to building secretary and principal to maximize time during the school day for instructional support.	Oct 2011	Principal Secretary	<i>Breakthrough Coaching</i> - \$700 per person - \$1400 total	Ongoing monitoring of time for principal to be in classrooms. Monitoring of building secretary’s ability to screen calls, handle visitors, etc. to enable principal to provide instructional support in classrooms.

				Meeting agendas/minutes
Provide job-embedded professional development for Westminster Elementary School’s building leadership team in order to continue to build leadership capacity in staff members and school principal.	Monthly at BLT meetings Monthly coaching for principal	Principal + BLT Jan Bahner	Bi-Monthly meetings (6/yr) Cost = \$1000/visit + 600 in expenses (\$6600)	Attendance at BLT meetings. BLT members leading professional development and staff meetings. BLT minutes/decisions reflecting staff buy-in and support.
Provide release time for teachers to observe best instructional practices during instructional rounds (within Westminster Elementary school and other District 50 schools).	2x year for each instructional staff member	Instructional coach Teachers ENI coach	20 staff members X \$140/day X 2 = \$6000	Observational notes from instructional rounds. Follow up coaching notes. Walkthrough observations.
Provide professional development to all new instructional staff to Westminster Elementary school in order for continuity and ensuring all instructional staff understand and can support school-wide instructional foci and common understandings for behavior management and instructional practices.	Week of August 1st	Principal Instructional Coach Any new instructional staff to Westy El.	\$20/hr X 7.5 X 8 staff = \$1200 + 400 benefits	Attendance at Meeting Team meetings
Provide job-embedded staff development to teachers to develop monthly unit plans and additional staff development opportunities. Staff development opportunities will assist staff in further refining their practice on existing instructional programs including: <ul style="list-style-type: none"> • Thinking Maps • WFTB • Open Court • FOSS • Everyday Math • Behavior Management/Student Discipline process 	Teachers will be paid to remain after school 4 hrs/month	All instructional staff ENI coach Building Principal Kiki McGough (behavior workshops only)	20/hr X 4 hrs X 19 staff X 9 months \$18,000 for the year (pay + benefits at 25%)	Staff attendance at PD meetings. Strategies from PD documented during three week data planning/review meetings. Principal walkthroughs for implementation of strategies stated in PD.

Major Improvement Strategy #4: Targeted outreach strategies and an integrated approach to address the issues of poverty which hinder growth for students and families.

Root Cause(s) Addressed: A lack of high expectations for students in poverty and a misperception that the issues/needs of the student population inhibits higher levels of achievement. (Catch-Up and Acceleration)

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Provide expanded learning opportunities for students extending beyond the traditional school day. These opportunities would focus on reading and writing outcomes and be implemented in a non-traditional format to capitalize on student interests and engagement.	September 2011	Center for Hearing, Speech, and Language	\$40,000 Semester tutoring program afterschool in library. Game-based reading support.	Track number of students in each program. Pre/Post data reports from CHSL achievement reports.
Focus on building parental leadership and understanding and involvement in school improvement efforts.	Ongoing in 2011-2012 school year	Colorado Statewide Parent Coalition	Total cost for 2011-2012 school year: \$2500	Parental participation in BAAC + PTO Classroom parental meetings December/February focusing on data and classroom-level achievement.
Provide parent workshops on supporting student achievement with home reading strategies and materials.	September-December 2011	Kristen Duncan Breann Herring Reading Specialist	Motherread program: 20/hr X 3hrs/mo X 5 months X 2 staff = \$600 + \$102 benefits = \$702 Books for parents = \$500	Tracking parental participation in program. Home book program.
Rosetta Stone Software for parent access	August 2011	Rosetta Stone ELA teacher Parents (25)	ELA teacher: 2hrs/mo X 9 mo X 20/hr = \$360 + 62 benefits = 422 25 Licenses at 30.00 each = \$750	Monthly Parent educational meetings on Rosetta Stone in tech lab

Parent meetings on behavior management	3 x year	Kiki McGough Breann Herring	Consumable cost - \$200 per night = \$600	Parental attendance tracked against building referrals. Parent end of year survey examining behavioral trends at home.
Contract with specialist to assist with Truancy prevention efforts including truancy review board process, monitoring and attendance tracking,	Ongoing	Mark Whitney	\$7000/yr. \$60-75/hr	Student attendance tracking. Tracking attendance post attendance contract meeting.
District Indirect Costs	August 2011	Finance Dept	\$28,735 (7.23% of 400,000)	

Tiered Intervention Grant 2011 Grant Review Rubric

Applicant: Westminster 50

Part I:	Proposal Introduction	No Points
Part II:	LEA Commitment and Capacity	23/52
Part III:	Needs Assessment and Program Plan	
	<i>Fairview</i>	37/63
	<i>Westminster</i>	35/63
	<i>Sherrelwood</i>	35/63
	<i>Mesa</i>	35/63
	<i>Day</i>	37/63
Part IV:	Budget Narrative	21/28
	Electronic Budget	<u>No Points</u>
Total:		223/395

GENERAL COMMENTS

Strengths:

- District and School plans aligned to district goals.
- Family components, communication and inclusion.
- Commitment to coaches and trainer of trainer models.

Weaknesses:

- The plan lacked strategic focus. The proposals were complicated, with multiple interventions. There was also limited information describing how the various implementations will be evaluated to determine effectiveness.
- The plan detailed several initiatives with multiple contractors. There was no information describing the selection process or how they matched the various needs of the schools. Again, the plan reflected a continuation of current practices, without reference to the specific needs of the schools that are still reflecting declining scores.
- Alignment of contractors with all goals and specific needs is a concern.
- Visiting only district schools may limit perspective.
- The need for some of the technology was not fully supported in the UIP and needs assessment.
- Even though the district clearly demonstrates openness for a better future and major movement; it is unclear what the leaders are doing to improve themselves and their leadership culture.

Required Changes:

- In Part IB: LEA School Information and Signature Page (pages 7 – 8), provide the superintendent's signature and indicate whether each identified school is currently receiving a School Improvement Grant funded through 1003(a) funds.
- Address how the district is able to demonstrate readiness for the Tiered Intervention grant and which steps have been taken that demonstrate commitment to the specific requirements of this grant (e.g., TIG Diagnostic Review, school board commitment, previous staffing changes)?

- Clarify which specific actions the district has taken or will take to design and implement interventions consistent with the final requirements? Items 1, 3 and 5 of the transformation requirements (p. 37 of the RFP) are unclear and must be addressed:
 - Costs associated with the development of a rigorous, transparent, and equitable evaluation system for teacher and principals that take into account student growth data, and are designed and developed with teacher and principal involvement.
 - Ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
 - Additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school.
- A screening process and/or an evaluation of current vendors needs to be provided.
- Site based flexibility for goals, root causes, and interventions were not evident. It is not clear that there is an urgency for innovation and change apart from the district level direction. Please address.
- Provide additional detail regarding how the district administration will support the success of the grant.
- Revise Part III: Needs Assessment and Program to include updated data and root causes. Adjust plans as needed for each school.
- Address proficiency declines and proficiency targets for Sherrelwood. Clarify growth gaps and reasons for results.
- Provide plans for sustaining new staffing (i.e., kindergarten, truancy officer, interventionists).
- Within the budgets please make the following changes:
 - **FM Day:** Provide additional information regarding ENI Coach (\$90,000). Remove iPads (\$2100) and iTunes (\$3000) from the budget.
 - **Mesa:** Remove costs for instructional interventionists (\$125,000 salary /benefits) for goal 5.
 - **Westminster:** Remove cost for iPads and Netbooks.
 - **Fairview:** Remove costs for iPads (\$112,000) and iTunes (\$5000).
 - **All Schools:** Show how the district will support the implementation of each school's plan as required by the Transformation Model of the Tiered Intervention Grant.
- The overall budgets will need to be reduced. Please revise and submit electronic budgets for each of the 3 years for each school, including any administrative costs and indirect amounts. The budgeted amounts need not be the same for each of the three years. **Please reduce each school's budget not to exceed (over 3 years):**
 - **FM Day:** \$762,300
 - **Mesa:** \$907,200
 - **Sherrelwood:** \$567,000
 - **Westminster:** \$470,400
 - **Fairview:** \$760,200

Please note: Fairview must revise the electronic budget in the TIG Cohort II template. The electronic budget received with the application was completed in the Cohort I template.
- Please make the specific required changes and submit in an email (you do not need to re-submit the whole proposal) to Kim Burnham at burnham_k@cde.state.co.us as soon as possible, but no later than Tuesday, September 13, 2011.

Recommendation: Application is *Approved with Contingencies*. Funding will be granted upon approval of the required changes. Funds should not be obligated until the required changes have been approved.

ADAMS COUNTY SCHOOL DISTRICT 50
Tiered Intervention Grant (TIG)

Follow up responses to questions received on August 30, 2011 regarding the District's submittal of the Tiered Intervention Grant.

PART IB: LEA/School Information and Signature Page

Superintendent signature has been added to this page No schools are currently receiving SIG funds since they became eligible for TIG funds. (See attachment).

PART II: LEA Commitment and Capacity

1. District Readiness and Commitment for receiving the Tiered Intervention Grant

As the following examples demonstrate, the District has a long history of partnering with the Colorado Department of Education (CDE) to garner support and resources to improve student achievement. As a result, district and school personnel are very familiar with the state's process for school improvement.

- a. In the fall of 2006, the District was the first school district in the state to seek a Comprehensive Appraisal for District Improvement (CADI). This in-depth audit involved a team of CDE approved reviewers visiting all of our schools and interviewing teachers, principals, parents and central office personnel. The major finding from this audit was that all district systems needed to be aligned and implemented accordingly. This audit report was a major contributor to the genesis of our authentic Learner-centered, Standards-based System. A copy of the District's education reform presentation that we share with external visitors (including the former Colorado Commissioner of Education) is attached (Appendix A) that shows how the District's systems are currently aligned. It is provided for your reference.
- b. Six of the elementary schools in our District have also received School Support Team (SST) visits and follow up in-depth reports.
- c. In 2009-2010, both FM Day and Mesa Elementary Schools participated in the Expedited Diagnostic Review (EDR) process but were later ruled ineligible to be in the first cohort of TIG schools. Nevertheless, the information received was very valuable for furthering school improvement efforts.
- d. Of the current five TIG schools, a TIG Diagnostic Review was conducted at Fairview and Sherrelwood Elementary Schools late last spring. The remaining three schools were allowed to use the findings from the SST review that was conducted earlier in the school year.
- e. In April 2010, the Adams County School District 50 leadership team invited the Colorado Department of Education to conduct a four day Comprehensive Appraisal for District Improvement Revisit Audit with the intent of assessing the Standards-based System processes and practices being implemented throughout the district and to provide recommendations to improve current levels of student achievement. The Revisit focused on the following seven areas: Instruction, Professional Development, Curriculum, Assessment,

District Culture, Family and Community and Comprehensive & Effective Planning. As a result of this revisit the District became a participant in the Targeted District Improvement Partnership (TDIP).

- f. Once the District was notified that five schools were eligible for the TIG, the School Board was informed and kept informed along the way. On August 9, 2011 the Board received a presentation (copy attached: Appendix B) regarding the status of the TIG as well as reviewing its requirements. They were also asked what role they would like to play in monitoring progress and how they should be informed once the TIG is underway.
- g. The District does hold both principals and teachers accountable for student achievement through the evaluation process. For teachers the process involves the Westminster Education Association and a Peer Assistance Team that works specifically with the teacher upon identified goals. For principals the process also involves the development of an improvement plan that is monitored closely by the principal's direct supervisor. For the current five TIG schools, the principal selection process has been very purposeful and thoughtful with regard to the needs of the school as well as the strengths of the principal.

The following list shows how long each TIG principal has been at their school:

- Fairview Elementary School – Beginning First year
- FM Day Elementary School – Beginning Fourth Year
- Mesa Elementary School – Beginning Second Year
- Sherrelwood Elementary School – Beginning Third Year
- Westminster Elementary School – Beginning Second Year

2. Clarification for the actions to implement required interventions.

- a. Equitable evaluation system for teachers and principals
 - i. During the 2008-09 school year, a District taskforce of representative stakeholders developed a standards-based evaluation tool for licensed teaching personnel. This evaluation tool was piloted for the first time in 2009-10. Also in 2009-10, development of an administrative evaluation tool was begun by the same representative group of stakeholders and it was piloted last school year. Both evaluation tools require a body of evidence to be collected that includes student achievement results. (Copies of both are attached: Appendix C.) For the TIG schools, principals are working with their staff to determine how best to incorporate growth data in their monitoring process as part of their Unified Improvement Plans.
 - ii. Each year at the beginning of the school year schools are provided with multiple data sources and required to conduct an in-depth "Data Driven Dialogue" to initiate and/or continue the school improvement process. Last year, all schools received growth data by teacher that were shared during the dialogue process. Initially, this did cause some teachers to object to the use of the data as the numbers were made public amongst the staff across schools with the intent of teachers being able to collaborate outside of one's own school given that we had just implemented our first year of our Learner-centered, Standards-based System. This year, principals received only the growth data pertaining to their own teachers.

- b. Ongoing high-quality job embedded professional development
 - i. The District fully invests in job embedded professional development for all schools and as such has reorganized its calendar to provide a total of nine PD days for all schools in addition to adjusting the number of daily instructional minutes to accommodate at least 40 minutes of common PD time before or after school every day for staff. Schools also receive planning/work days; seven at the secondary level and nine at the elementary level. In the previous two years, at least half of the PD days were used to provide districtwide common PD to all staff as our Learner-centered, Standards-based System was initiated. The remaining days were used by the schools to further deepen their understandings and practices regarding the various components of the new system. This year, PD will typically occur at the school level and be led by teachers in accordance with their Unified Improvement Plans.
 - ii. All schools will continue to provide PD related to the systems, resources and practices common across all schools. For example, PBIS (Positive Behavioral Interventions and Supports), WFTB (Write From the Beginning), FOSS (Full Option Science System)kits, etc.
 - iii. During the past several years, the District has been able to provide an Instructional Coach to all district schools where “elbow-to-elbow” coaching was given to teachers. Due to decreased funding the District is no longer able to provide coaches to all schools but the five TIG schools will continue to be able to take advantage of embedded coaching which will be funded through the TIG and/or Title I.
- c. Additional compensation to attract and retain staff
 - i. In the 2008-09 school year, the District implemented a new salary schedule that set the entry level base salary at \$40,500, the highest in the metro area at the time. This was purposeful for recruiting talented teachers for the implementation of our Learner-centered, Standards-based System. Since that time, the economy is such that systemic salary increases have been very difficult to implement.
 - ii. Given the implementation of the Educational Accountability Act of 2009 and that five schools are implementing the “transformation” intervention model, the District may consider a pay for performance approach in the future but the current TIG timeline does not make that feasible at this moment.

3. Selection process for vendors

- a. All contractual services in the District are governed by Superintendent Policy. Specifically, Purchasing Procedures DJ-R and Bidding Procedures DJE . Copies of each policy is attached: Appendix E)
- b. With regard to the TIG schools, in addition to Superintendent Policy we will be incorporating the recommendations of the Resource Guide for Schools and Districts: Engaging External Service Providers to Support Effective Purchasing Practices and Improve School Performance that was made available to us on September 2, 2011.
- c. The District has also been purposeful in not only in the selection process but also in the monitoring process of vendors. Toward this end, last spring the District hosted a vendor summit for current and potential vendors in finding out how each could contribute to:
 - 1) Strengthening our Instructional Model;

- 2) The development of specific instructional strategies that support a learner-centered classroom;
 - 3) Deepening the content knowledge of our staff;
 - 4) Understanding proficiency in student work/demonstrations;
 - 5) Alignment of current/future instructional resources to our model and our learning targets;
 - 6) The development of classroom procedures and processes to improve the effectiveness of our instruction and promote academic rigor;
 - 7) Enhancing the effectiveness of our assessment and evaluation processes; and
 - 8) The design of recording and reporting tools to support Standards-based Instructional Design and the needs of multiple stakeholders.
- d. The District has a large interest in continuing to work with vendors that fully understand our strategic direction and goals as well as our Learner-centered, Standards-based System. For example, Dr. Bob Marzano is a proprietary/sole source provider regarding the development, implementation and evaluation of our Instructional Model and he is funded through the TDIP.
4. Site based urgency for innovation
- a. At each of the five TIG schools, each of the principals has been continually informing their staff about the TIG process and why their school qualified. Each principal has also held a day long retreat with their staff to review the findings of the Diagnostic Report as well as a “Data Driven Dialogue” retreat day before this school year started for the purpose of reviewing the latest achievement data and School Performance Frameworks.
 - b. Each principal has also scheduled a staff meeting with the Chief Education Officer for the purpose of reviewing the importance of increasing academic achievement significantly this year as well as learning about the similarities and differences between the Federal and State accountability systems. A key learning for all will be understanding of the sanctions imposed by each accountability system.
 - c. Each TIG principal has also scheduled a meeting for their parents and community members again for the purpose of explaining the TIG and subsequent sanctions.
5. District support for the TIG
- a. The core work of the District Chief Education Officer is to oversee and ensure planned and positive outcomes for all areas of control, including but not limited to improvement of District status and growth on state and district assessments, reduction of achievement gaps between student subgroups, improvement of graduation and dropout rates; and the significant improvement of schools designated as “Turnaround”. (Job description attached: Appendix F). Discharging this work involves direct and frequent communication, participation and monitoring of activities and outcomes with each “Turnaround” principal, their staff, community, any external education vendors and representatives from the Colorado Department of Education.
 - b. Administrative Assistant support provided to schedule pertinent meetings and ensure all narrative and budget documents pertaining to the TIG are dealt with appropriately.

- c. The District has also provided a full time Community Liaison to the five TIG schools. This person's core work will revolve around increasing meaningful parent involvement and community development.
- d. District resources will also be made available based on school need, timeline and grant requirements as appropriate. For example, specific data needs from the Assessment Department.
- e. Revision of policy, procedures and practices as needed to implement the TIG. For example, increasing teacher extra pay to \$30 per hour outside of the contract time.

PART III: Needs Assessment and Program Plan

TIG SCHOOL 1: FAIRVIEW ELEMENTARY SCHOOL

Fairview Elementary School

TIG Addendum for Grant Revision #1 – September 12, 2011

Summary of 2010-11 Data

Fairview Elementary experienced growth during the 2010-11 school year:

- Fairview Elementary moved from Turnaround Status to Priority Improvement with the state performance framework.
- Proficient and advanced scores increased in 6 of the 10 CSAP assessments.
- Unsatisfactory scores decreased in 6 out of the 10 CSAP assessments.
- Fairview Elementary missed AYP by six indicators (19 out of 24 subcategories).
- Fairview Elementary performed below the state average in all academic areas.
- Writing continued to show the least amount of growth in student achievement.
- Students in grades K – 5 showed increases in Scantron performance series (math and reading).

(See UIP Data Below)

Root Cause Analysis

While student achievement increased in some areas, staff members are also very cognizant that we continue to perform below expected levels. Root Cause analysis processes were used to identify 1) why we improved in some areas and 2) why we continue to have low achievement.

- 1) Root Causes (in order of importance) of improvement at Fairview Elementary:
 - Consistent use of researched based coaching (CTLT) in the 3rd to 5th grade levels.
 - Provided coaching and professional development in formative data practices, engaging students in defining proficiency.
 - A move to effectively implement the Standards Based System in all levels (students taught at instructional level)

- 2) Root Causes for continuing low achievement:
 - Infrequent and inconsistent practices in formative checks of student progress.
 - Teachers lack depth of knowledge in how to effectively accelerate and remediate learning. Students have not always been engaged in monitoring or setting goals.
 - Interventionists are not being used consistently to provide research-based interventions for targeted students in need of additional instructional support.
 - Students considered at-risk need to be given consistent additional support to ensure that they can access grade level content and materials.

- We have not been consistently utilizing researched based instructional strategies in reading/writing/math
- We have not been engaging students in understanding proficiency and we have not provided exemplars of proficient work.

Major Improvement Strategies:

To continue the progress that has been made Fairview Elementary, we will leverage TIG funds through the following efforts:

- Continue to refine the school system to ensure building wide alignment of instruction, high academic/behavior expectations, efficient use of time and resources, increase in student motivation and engagement, and effective engagement of parents and the community in our school improvement efforts.
- Begin to provide quality job-embedded professional development in collaboration with consultants in
 - Formative Assessments (CTLT)
 - Math University
 - Write From the Beginning (WFTB)

The consultants will:

 - Work with all teachers to develop expertise with data analysis, peer reflection and coaching as well as to increase instructional delivery strategies.
 - Conduct grade level interrater reliability scoring comparisons to ensure effective implementation of the writing and math programs and of what constitutes proficient.
 - Work weekly with instructional coaches to help provide consistent instructional feedback and modeling to all classroom teachers.
 - Work monthly with the Building Leadership Team to support and guide the monitoring of the UIP and TIG efforts
 - Participate in monthly meetings with CDE
- Provide extended day support to students through tutoring services aligned with the building literacy curriculum.
- Provide support through stipends and salary to develop and refine an efficient and responsive progress monitoring system (strategies, skills, tools, identification, and tracking) in reading, writing, and math.
- Continue to enhance the school community by collaborating with parents and local community organizations to further educate and engage parents in leadership and educational support opportunities.

Organization Code: 0070 District Name: Westminster 50 School Code: 2876 School Name: Fairview SPF Year: 2011 Accountable by: 1-year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2010-11. In the table below, COE 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. 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 ESEA Accountability

Performance Indicators	Measures/Metrics	'10-11 Federal and State Expectations		'10-11 School Results		Meets Expectations?			
		1-year	3-years	1-year	3-years				
Academic Achievement (Status)	CSAP, CSAPA, Lecture, Esorture Description: % P-A in reading, writing, math and science Expectation: % P-A is above the 50 th percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	42.2%	37.7	Overall Rating for Academic Achievement: Does Not Meet * Consult your SPF for the ratings for each content area of each level.		
		Math	70.9%	70.1%	47.9%	45.2			
		Writing	53.5%	54.8%	24.6%	23.3			
		Science	47.5%	45.4%	13.6%	13.3			
	Adequate Yearly Progress (AYP) Description: % PP-P-A on CSAP, CSAPA and Lecture in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 24		% of targets met by School: 79**		Reading	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 If school did not meet adequate growth, then median SGP is at or above 55	Reading	Median Adequate SGP	Median SGP	Median SGP: 49		Overall Rating for Academic Growth: Priority Improvement * Consult your SPF for the ratings for each content area of each level.		
			56.0	45/55					
		Math	61.0		45/55	Median SGP: 43			
			57.0		45/55	Median SGP: 44			

* To see annual AYP targets, go to: www.cde.state.co.us/ed/programs/standards/ayp.asp
 ** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.



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

Performance Indicators	Measures/Metrics	'10-11 Federal and State Expectations		'10-11 School Results		Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet 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 disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: Approaching
Post Secondary Readiness	Graduation Rate Expectation: 80% on the most recent 4-year, 5-year, 6-year or 7-year graduation rate	80%		Best of 4-year through 7-year Grad Rate [%] using a [4-7 year] grad rate		Overall Rating for Post Secondary Readiness:
	Dropout Rate Expectation: At or below State average	1-year	3-years	1-year	3-years	
	Mean ACT Composite Score Expectation: At or above State average	1-year	3-years	1-year	3-years	

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)	Available Nov 2011	Once the plan type for the school has been finalized, this report will be re-populated in November 2011. Specific directions will be included at that time. For required elements in the improvement plans, go to: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed some AYP target(s) for at least two consecutive years**	Available Nov 2011	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp

TIG SCHOOL 2: FM DAY ELEMENTARY SCHOOL

F.M. Day TIG Addendum for Grant Revision – September 11,2011

Summary of 2010-11 Data

F.M. Day Elementary experienced significant growth during the 2010-11 school year:

- Proficient and advanced scores increased in 7 of the 10 CSAP assessments
- Unsatisfactory scores decreased in all 6 of 10 CSAP assessments
- F.M. Day made 19 of 24 AYP targets as compared to 16 of 24 the previous year
- The school's total median growth percentile increased significantly in all areas (Reading, writing and math)
- F.M Day moved from Turnaround status with the state performance framework to Priority Improvement
- Students in grades 2-5 showed 100% increases from fall to spring in all areas of Scantron performance series (math and reading)
- 68 % of students K-5 continuously enrolled at F.M. Day made a year or more growth during 2010-2011 school year as measured by A-DRA.

F.M. Day's original submission included a UIP updated with 2010 data, however below are the 1st 3 pages of our UIP under the new template:

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

Organization Code: 0070 District Name: Westminster 50 School Code: 3144 School Name: F M Day Elementary SPF Year: 1 Year (2011)
Accountable by: [1-year/3-year]

This Unified Improvement Plan is a work in progress. Frequent updates and additions are made to this plan. It is very important to note that F.M. Day's Unified Improvement Plan mirrors the school's Tiered Intervention Grant. The Tiered Intervention Grant and Unified Improvement Plan for F.M. Day work in concert for the betterment of student achievement at F.M. Day

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. 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 ESEA Accountability

Performance Indicators	Measures/ Metrics	'10-11 Federal and State Expectations			'10-11 School Results		Meets Expectations?	
		Reading	1-year	3-years	1-year	3-years		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	29.6%	30.2%	Overall Rating for Academic Achievement: Approaching * Consult your SPF for the ratings for each content area at each level.	
		Math	70.9%	70.1%	29.8%	30.3%		
		Writing	53.5%	54.8%	25.5%	22.3%		
		Science	47.5%	45.4%	14.9%	11.0%		
	Adequate Yearly Progress (AYP)	Overall number of targets for School: 24			% of targets met by School: 79.17		Reading	NO
						Math	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 If school did not meet adequate growth, then median SGP is at or above 55	Reading	Median Adequate SGP	Median SGP	Median SGP: 46		Overall Rating for Academic Growth: Approaching * Consult your SPF for the ratings for each content area at each level.	
			60	45/55				
		Math	70	45/55	Median SGP: 48			
	Writing	56	45/55	Median SGP: 45				

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

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

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

Performance Indicators	Measures/ Metrics	'10-11 Federal and State Expectations		'10-11 School Results		Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks 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 and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: Approaching	
Post Secondary Readiness	<p>Graduation Rate</p> <p>Expectation: 80% on the most recent 4-year, 5-year, 6-year or 7-year graduation rate</p>	80%		Best of 4-year through 7-year Grad Rate		Overall Rating for Post Secondary Readiness: N/A	
	<p>Dropout Rate</p> <p>Expectation: At or below State average</p>	1-year	3-years	N/A using a [4-7 year] grad rate			
		5.09%	5.74%	1-year	3-years		N/A
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	1-year	3-years	1-year	3-years		
19		20	N/A	N/A			

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)	Priority Improvement	Once the plan type for the school has been finalized, this report will be re-populated in November 2011. Specific directions will be included at that time. For required elements in the improvement plans, go to: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	Available Nov 2011	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Title I Program	Does the school receive Title I funds? If yes, indicate the type of Title I program	<input type="checkbox"/> Targeted Assistance <input checked="" type="checkbox"/> Schoolwide
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	Yes. 9/26/2008
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Yes. Expedited review conducted December 9-11, 2009
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	Chadwick Anderson- Principal
	Email	Canderson@adams50.org
	Phone	(303) 657-3834
	Mailing Address	1740 Jordan Dr. Denver, CO 80221
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Root Cause Analysis

While student growth and achievement increased in nearly all areas, staff members are also very cognizant that we continue to perform below expected levels compared to other schools with similar demographics. Root Cause analysis processes were used to identify 1) why we improved and 2) why we continue to have low achievement.

1) Root Causes (in order of importance) for why we improved:

- Increased building wide consistency in expectations, communication, instructional delivery in reading, writing, and math
- Consistent use of researched based materials (WFTB, EDM, Daily 5, Café, PBIS, LLI, FOSS Science) throughout the building
- More effective implementation of Standards Based System (students taught at correct instructional level, in all classrooms, movement of students through levels)
- Differentiated job-based PD through POD meetings.
- More efficient use of people, time, and resources
- The intervention team is increasing their proficiency at developing a blended services model for the RTI process at F.M. Day.

2) Root Causes for why we still have low achievement:

- We are not consistently providing instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor).
- Teachers and interventionists have not received adequate professional development on how to collect and analyze both formative and summative student achievement data and use that data to inform their instruction on a daily basis to address measurement topics and learning targets in our SBS system.
- Teachers and interventionists have not had an opportunity to consistently collaborate regarding student achievement and instructional strategies.
- SIOP strategies (scaffolding, sheltering, inquiry learning) have not been consistently utilized in the classroom. This is an area of PD need.
- Knowledge of blending learning targets to be more efficiently integrated for instruction rather than skills in isolation is a significant need for teaching staff.
- We are not consistently effective at engaging students at high levels of thinking. Time on task needs to increase around transitions and during independent work time.

Major Improvement Strategies:

To continue the progress that has been made F.M. Day Elementary will leverage TIG funds through the following efforts:

- Continue to refine the school system to ensure building wide alignment of instruction, high academic/behavior expectations, efficient use of time and resources, and effective engagement of parents and the community in our school improvement efforts.

- Provide quality job-embedded professional development through the support of exiting resources as well as a coaching consultant to be hired once the grant is approved.
 - The coaching consultant will:
 - Work monthly with the Building Leadership Team to support and guide the monitoring of the UIP and TIG efforts
 - Participate in monthly meetings with CDE
 - Provide teachers with professional development to increase student levels of engagement as well as to refine and bring consistency to instructional delivery including the provision of SIOP strategies
 - Work with the principal and existing instructional coach on “cognitive coaching”
 - Attend PD sessions, faculty meetings and collaborative sessions
- Provide extended day support to students through tutoring services aligned with the building literacy curriculum.
- Provide support through stipends and salary to develop collaborative cross-curricular units of instruction, to improve inter-rater reliability through a collaborative analysis of student work and to collectively plan lessons and activities to address school improvement outcomes in reading, writing and math.

TIG SCHOOL 3: MESA ELEMENTARY SCHOOL

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

Organization Code: 0070 District Name: Westminster 50 School Code: 5834 School Name: Mesa Elementary SPF Year: 1 Year (2011)
Accountable by: [1-year/3-year]

TIG Addendum for Grant Revision #1 – September 9,2011

Summary of 2010-11 Data

Mesa Elementary experienced significant growth during the 2010-11 school year:

- Proficient and advanced scores increased in 8 of the 10 CSAP assessments
- Unsatisfactory scores decreased in all 10 CSAP assessments
- Mesa made AYP for the first time in 4 years
- Mesa moved from Turnaround status with the state performance framework to Performance in just one year
- Students in grades 2-5 showed 100% increases in all areas of Scantron performance series (math and reading)
- Students in grade K-5 demonstrated increases in 90% of DIBELS areas (cohort and grade level comparisons)

UIP Data is on the following 2 pages.

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. 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 ESEA Accountability

Performance Indicators	Measures/ Metrics	'10-11 Federal and State Expectations			'10-11 School Results		Meets Expectations?
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	Reading	1-year	3-years	1-year	3-years	Overall Rating for Academic Achievement: Approaching * Consult your SPF for the ratings for each content area at each level.
		Math	71.6%	72.0%	43.0%	39.7%	
		Writing	70.9%	70.1%	49.4%	40.3%	
		Science	53.5%	54.8%	27.1%	26.5%	
	Adequate Yearly Progress (AYP)	Overall number of targets for School: 30			% of targets met by School: 30		Reading: Yes Math: Yes
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 If school did not meet adequate growth, then median SGP is at or above 55	Reading	Median Adequate SGP	Median SGP	Median SGP: 69		Overall Rating for Academic Growth: Meets * Consult your SPF for the ratings for each content area at each level.
			56	45/55	Median SGP: 70		
		Math	71	45/55	Median SGP: 54		
		Writing	63	45/55			

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

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

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

Performance Indicators	Measures/ Metrics	'10-11 Federal and State Expectations		'10-11 School Results		Meets Expectations?
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	<p>See your school's performance frameworks 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 and students below proficient.</p>		<p>See your school's performance frameworks for listing of median growth by each disaggregated group.</p>		<p>Overall Rating for Growth Gaps:</p> <p>Meets</p>
	<p>Graduation Rate</p> <p>Expectation: 80% on the most recent 4-year, 5-year, 6-year or 7-year graduation rate</p>	80%		<p>Best of 4-year through 7-year Grad Rate</p> <p>N/A using a [4-7 year] grad rate</p>		<p>Overall Rating for Post Secondary Readiness: N/A</p>
Post Secondary Readiness	<p>Dropout Rate</p> <p>Expectation: At or below State average</p>	1-year	3-years	1-year	3-years	
		5.09%	5.74%	N/A	N/A	
Post Secondary Readiness	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	1-year	3-years	1-year	3-years	
		19	20	N/A	N/A	

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)	Available Nov 2011	Once the plan type for the school has been finalized, this report will be re-populated in November 2011. Specific directions will be included at that time. For required elements in the improvement plans, go to: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	Available Nov 2011	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp

Root Cause Analysis

While student achievement increased in nearly all areas, staff members are also very cognizant that we continue to perform below expected levels compared to other schools with similar demographics. Root Cause analysis processes were used to identify 1) why we improved and 2) why we continue to have low achievement.

1) Root Causes (in order of importance) for why we improved:

- Increased building wide consistency in expectations, collaboration, communication, instructional delivery in reading, writing, and math
- Consistent use of researched based materials throughout the building (especially with regards to the 5 components of reading through FAST support)
- More effective implementation of Standards Based System (students taught at correct instructional level, on-going assessment in all classrooms, movement of students through levels)
- More efficient use of people, time, and resources

2) Root Causes for why we still have low achievement:

- We are not consistently providing instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor).
- We are not effectively intervening in a responsive manner (RTI) including: consistently working to calculate individual student's gaps, working with students to establish 'catch up' goals, using frequent assessment to monitor progress, and provide effective intervention instruction.
- We have not been consistently utilizing researched based instructional strategies in reading/writing/math, we have not been engaging students in understanding proficiency and we have not provided exemplars of proficient work.
- While much improved, there continues to be the need to more efficiently use building time, resources and more effectively improvement school improvement strategies

Major Improvement Strategies:

To continue the progress that has been made Mesa Elementary will leverage TIG funds through the following efforts:

- Continue to refine the school system to ensure building wide alignment of instruction, high academic/behavior expectations, efficient use of time and resources, and effective engagement of parents and the community in our school improvement efforts.
- Begin to provide quality job-embedded professional development through a Cadre system that expects the involvement of all staff at one of 3 levels (4-16 hours per month per staff member) with the support of a coaching consultant to be hired once the grant is approved.
 - The coaching consultant will:
 - Work weekly with the Level 1 Cadre teachers to develop expertise with peer reflection and coaching as well as to increase instructional delivery strategies.
 - Work monthly with Level 2 and 3 Cadre teachers to increase instructional delivery strategies
 - Work weekly with the building administrator to improve quality of teacher evaluation, feedback, and support.
 - Work monthly with the Building Leadership Team to support and guide the monitoring of the UIP and TIG efforts
 - Participate in monthly meetings with CDE
- Provide extended day support to students through tutoring services aligned with the building literacy curriculum.
- Provide support through stipends and salary to develop and refine an efficient and responsive progress monitoring system (strategies, skills, tools, identification, tracking) in reading, writing, and math.

TIG SCHOOL 4: SHERRELWOOD ELEMENTARY SCHOOL

SHERRELWOOD TIG SUMMARY ADDENDUM FOR GRANT REVISION #1 9.13.11c

Sherrelwood staff and leadership realize the urgency to make critical changes to school processes and systems in order to turn the school around and increase achievement. All staff and leadership are working together and in every way to make a difference for our students. However, we do realize the need to address our root causes and make immediate changes. We have participated in several processes to identify our causes and address our needs.

Sherrelwood participated in a TIG Diagnostic Review from April 26-29, 2011. During this time a 5 member Review Team spent a week at the school gathering information about Sherrelwood's systems and processes in order to make a joint decision regarding the most appropriate improvement intervention model for the school. The review included the assessment of six areas of school effectiveness.

Sherrelwood then participated in the TIG Diagnostic Review Rollout with 2 consultants from the original Review Team on May 27, 2011, as well as 2 district directors and 3 staff from CDE. Recommendations were made in the areas of Curriculum, Assessment, Instruction, School Culture, Professional Development and Leadership/Planning. At the end of the Rollout day the 3 priority areas that were apparent were:

- Frequent and ongoing data analysis to drive research-based, best practice in instruction.
- Develop Professional Learning Communities to collaborate on all aspects of the school's systems and culture.
- Provide job-embedded professional development to utilize research-based instructional strategies and provide coaching throughout all the processes.

A Sherrelwood Adhoc Team met on June 27-28, 2011 to design the original Tiered Intervention Grant and Unified Improvement Plan. The team developed the original plan and budget to include the areas of recommendation made during the Rollout.

The School Adhoc team then planned and prepared a school retreat held on August 5, 2011 for the entire Sherrelwood staff to share the completed plan. A district director and union representation was also there. The plan was shared and analyzed; changes were made as needed. All staff were on board to address the areas of need outlined in the plan and understand the urgency to do so.

Sherrelwood participated in a Data Driven Dialogue on August 16, 2011. Current CSAP data was used to go through the 3-D process. During this time similar root causes were identified again (lack of using ongoing data to drive instruction, limited collaboration across all systems, lack of embedded PD to support research-based instruction). The plan addresses these 3 areas specifically through the goals and actions. Since the spring May 27 meeting (one week before school was out) no intervention from the knowledge of the TIG Rollout, other retreats and the TIG/UIP had been applied. Therefore, results from the CSAP data and Data Driven Dialogue were still based on past practice and new plans and actions had not been implemented.

Since school began on August 15 for all staff, the areas of improvement have been addressed in the TIG/UIP and have been the priority as we begin our professional development and address our major improvement strategies. Unfortunately, the allocation for Sherrelwood was cut by 53% and the School Adhoc team has had to identify areas to cut yet still focus on how the funds can best address the root causes and the improvement strategies and actions. A new budget and narrative is being submitted at this time, September 13, 2011.

Summary of 2010-11 Data

Sherrelwood Elementary experienced inconsistent and declining growth during the 2010-11 school year:

- Proficient and advanced scores increased in 2 of the 10 CSAP assessments
- Unsatisfactory scores increased in 5 out of the 10 CSAP assessments
- Advanced categories went up in 3 areas and down in 3 areas, remaining stagnant
- Sherrelwood Elementary met 67% of AYP Indicators (16 out of 24 subcategories)
- Sherrelwood is still at the Turnaround/Transformation status with the state performance framework
- Scantron Performance Series: Students taking Scantron both in the Fall & Spring of 2010-11 school year

Reading

56% made at least 1 year's growth
33% maintained grade level scores
13% made enough growth to be at grade level
19% not on grade level made more than a year's growth

Math

52% made at least 1 year's growth
28% maintained grade level scores
1% made enough growth to be at grade level
19% not on grade level made more than a year's growth

Root Cause Analysis

While student achievement remained stagnant and increased in only 2 areas, staff members are very cognizant that we continue to perform below expected levels compared to other schools with similar demographics. Root Cause analysis was determined at several retreats, rollout meetings and data driven dialogues. The causes tend to remain the same from each cause analysis.

- We are not consistently providing instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor).
- We are not functioning as a Professional Learning Community on our processes, systems and culture.
- We have not been consistently utilizing researched based instructional strategies in reading/writing/math; we have not been engaging students in understanding proficiency and we have not provided exemplars of proficient work.

- Teachers and interventionists have not been receiving enough professional development on how to collect and analyze both formative and summative student achievement data and use that data to inform their instruction on a daily basis.

Major Improvement Strategies:

Sherrelwood Elementary will leverage TIG funds through the following efforts:

- Continue to refine the school system to ensure building wide alignment of instruction, high academic/behavior expectations, efficient use of time and resources, increase in student motivation and engagement, and effective engagement of parents and the community in our school improvement efforts.
- Begin to provide quality job-embedded professional development in collaboration with a coaching consultant to be hired once the grant is approved.
 - The coaching consultant will:
 - Work bi-weekly with all teachers to develop expertise with data analysis, peer reflection and coaching as well as to increase instructional delivery strategies.
 - Work bi-weekly with instructional coach to help provide consistent instructional feedback and modeling to all classroom teachers.
 - Work bi-weekly with the building administrator to improve quality of teacher evaluation, feedback, and instructional support.
 - Work monthly with the Building Leadership Team to support and guide the monitoring of the UIP and TIG efforts
 - Participate in monthly meetings with CDE
- Provide extended day learning support to students through a home reading program aligned with the building literacy curriculum.
- Continue to enhance the school community by collaborating with parents and local community organizations to further educate and engage parents in leadership and educational support opportunities.
- Seek outside expertise through the use of a consultant in areas of data analysis, coaching, leadership development, research-based instruction and professional development.

TIG SCHOOL 5: WESTMINSTER ELEMENTARY SCHOOL

TIG Addendum for Grant Revision #1 – September 13, 2011

Summary of 2010-11 Data

Westminster Elementary experienced inconsistent growth during the 2010-11 school year:

- Proficient and advanced scores increased in 4 of the 10 CSAP assessments
- Unsatisfactory scores increased in 5 out of the 10 CSAP assessments
- Westminster Elementary missed AYP by one indicator (11 out of 12 subcategories)
- Westminster Elementary maintained its status of Priority Improvement with the state performance framework for the second year in a row.
- Seventy five percent of students in grades 2-5 showed adequate growth increases in Scantron performance series reading and math.
- Students in grade K-5 demonstrated increases in 5 out of 9 of DIBELS areas (cohort and grade level comparisons)

(See UIP Data Below)

Root Cause Analysis

While student achievement increased in some areas, staff members are also very cognizant that we continue to perform below expected levels compared to other schools with similar demographics. Root Cause analysis processes were used to identify 1) why we improved in some areas and 2) why we continue to have low achievement.

1) Root Causes (in order of importance) for improvement:

- Increased building wide consistency in instructional expectations, collaboration, communication, and instructional delivery in math.
- More effective implementation of Standards Based System (students taught at correct instructional level, on-going assessment in all classrooms, movement of students through levels)
- Work with District 50 math consultant to align instructional resources to student level instruction.

2) Root Causes for continuing low achievement:

- We are not consistently providing instructional practices to develop learners who are able to effectively apply new knowledge to a variety of cognitively demanding situations (effective scaffolded learning, release of responsibility, rigor).
- Interventionists are not being used consistently to provide research-based interventions for targeted students in need of additional instructional support. Students considered at-risk need to be given consistent additional support to ensure that they can access grade level content and materials.
- We have not been consistently utilizing researched based instructional strategies in reading/writing/math, we have not been engaging students in understanding proficiency and we have not provided exemplars of proficient work.
- Teachers and interventionists need to receive professional development on how to collect and analyze both formative and summative student achievement data and use that data to inform their instruction on a daily basis.

Major Improvement Strategies:

To continue the progress that has been made Westminster Elementary will leverage TIG funds through the following efforts:

- Continue to refine the school system to ensure building wide alignment of instruction, high academic/behavior expectations, efficient use of time and resources, increase in student motivation and engagement, and effective engagement of parents and the community in our school improvement efforts.
- Begin to provide quality job-embedded professional development in collaboration with a coaching consultant to be hired once the grant is approved.
 - The coaching consultant will:
 - Work bi-weekly with all teachers to develop expertise with data analysis, peer reflection and coaching as well as to increase instructional delivery strategies.
 - Work bi-weekly with instructional coach to help provide consistent instructional feedback and modeling to all classroom teachers.
 - Work bi-weekly with the building administrator to improve quality of teacher evaluation, feedback, and instructional support.
 - Work monthly with the Building Leadership Team to support and guide the monitoring of the UIP and TIG efforts
 - Participate in monthly meetings with CDE
- Provide extended day support to students through tutoring services aligned with the building literacy curriculum.

- Provide support through stipends and salary to develop and refine an efficient and responsive progress monitoring system (strategies, skills, tools, identification, tracking) in reading, writing, and math.
- Continue to enhance the school community by collaborating with parents and local community organizations to further educate and engage parents in leadership and educational support opportunities.
- Provide assistance to the building administration and teachers in dealing with habitually truant students.

Plan for Sustaining Additional Staffing:

- .5 Kindergarten funding – District 50 Board of Education has made a commitment to early intervention including full day kindergarten. While the TIG funds will provide funding for .5 kindergarten FTE in Years 1 and 2, District 50 will continue to seek funds through grants and other resources to continue this intervention in Year 3.
- Truancy officer funding – District 50 is committed to truancy prevention efforts and will continue to pursue additional funds to support truancy officers in successive years to assist with truancy prevention initiatives.

Organization Code: 0070 District Name: Westminster 50 School Code: 9462 School Name: Westminster Elementary SPF Year: 1 Year (2011)
 Accountable by: [1-year/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. 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 ESEA Accountability

Performance Indicators	Measures/ Metrics	'10-11 Federal and State Expectations	'10-11 School Results		Meets Expectations?
			1-year	3-years	
Academic Achievement	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing,	Reading	1-year	3-years	Overall Rating for Academic
			71.6%	72.0%	
			28.6%	32.3%	

(Status)	math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	Math	70.9%	70.1%	32.5%	30.3%	Achievement: Does Not Meet * Consult your SPF for the ratings for each content area at each level.	
		Writing	53.5%	54.8%	12.0%	13.7%		
		Science	47.5%	45.4%	14.3%	12.9%		
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 12			% of targets met by School: 11		Reading g	No
							Math	Yes
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 If school did not meet adequate growth, then median SGP is at or above 55	Reading g	Median Adequate SGP	Median SGP	Median SGP: 37		Overall Rating for Academic Growth: Approaching * Consult your SPF for the ratings for each content area at each level.	
			60	45/55				
		Math	71	45/55	Median SGP: 57			
		Writing	66	45/55	Median SGP: 34			

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

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

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

Performance Indicators	Measures/ Metrics	'10-11 Federal and State Expectations	'10-11 School Results	Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45.	See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority	See your school's performance frameworks for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching

	If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	students, students with disabilities, English Language Learners and students below proficient.				
Post Secondary Readiness	Graduation Rate Expectation: 80% on the most recent 4-year, 5-year, 6-year or 7-year graduation rate	80%		Best of 4-year through 7-year Grad Rate		Overall Rating for Post Secondary Readiness: <i>N/A</i>
				N/A using a [4-7 year] grad rate		
	Dropout Rate Expectation: At or below State average	1-year	3-years	1-year	3-years	
		5.09%	5.74%	N/A	N/A	
Mean ACT Composite Score Expectation: At or above State average	1-year	3-years	1-year	3-years		
	19	20	N/A	N/A		

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)	Available Nov 2011	Once the plan type for the school has been finalized, this report will be re-populated in November 2011. Specific directions will be included at that time. For required elements in the improvement plans, go to: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	Available Nov 2011	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp

PART IV: Budget Narrative

TIG SCHOOL 1: FAIRVIEW ELEMENTARY SCHOOL

Fairview revised TIG Budget Narrative for 2011-2012 Purchases (9/12/11)

Cost	Object Code	Description	In Plan	Completion Date	Year
150,000	P/S (0300)	Transformation consultant: Job embedded professional development, coaching teachers, principal support and assistance in data gathering and interpretation.	X	8/11-6/12	Year 1
60,000	P/S (0300)	Data/Formative Assessment Consultant and Professional Development - 1 to 2 days per week for 36 weeks (CTLT)	X	8/11-6/14	1,2,3
80,000	Salaries (0100)	Additional Instructional Coach	X	8/11-5/14	1,2,3
13,600	Benefits (0200)	Instructional Coach benefits	X	8/11-5/14	1,2,3
17,550	Salaries (0100)	Extended day for PD - certified - 3.0 hours per week, 9 months	X	8/11-5/14	Year 1,2
2,984	Benefits (0200)	Benefits for extended PD	X	8/11-5/14	Year 1,2
2,565	Salaries (0100)	Extended day for PD - classified - 3.0 hours per week, 9 months	X	8/11-6/12	Year 1
436	Benefits (0200)	Benefits for extended PD	X	8/11-6/12	Year 1
10,000	Supplies (0600)	Books, copying expenses, refreshments	X	8/11-6/12	Year 1
45,000	P/S (0300)	Targeted school-based support for the consistent and rigorous use of Thinking Maps® and related Write...From the Beginning and Beyond in order to help increase student achievement across all content areas and levels.	X	8/11-5/14	1,2,3
2,280	Salaries (0100)	Subs to cover classrooms to provide release time to observe other teachers to enhance articulation between levels	X	8/11-5/14	Year 1
387	Benefits (0200)	Benefits for subs	X	8/11-5/14	Year 1
15,000	P/S (0300)	TIG facilitator split between 5 schools to provide support in managing TIG budget, communicating with CDE and updating UIP.	X	8/11-5/14	Year 1
3,720	Salaries (0100)	Floating sub to cover classes while CTLT meets with staff	X	8/11-5/14	Year 1
632	Benefits (0200)	Benefits for subs	X	8/11-5/14	Year 1
1,500	P/S (0300)	Testing Team for required quarterly assessments.	X	8/11-5/14	Year 1

285	Salaries (0100)	After school homework instruction - paraprofessional- five days/week	X	8/11-5/14	Year 1
48	Benefits (0200)	Benefits for Para's	X	8/11-5/14	Year 1
250	Salaries (0100)	After school homework instruction - certified - five days/week	X	8/11-5/14	Year 1
43	Benefits (0200)	Benefits for teachers	X	8/11-5/14	Year 1
285	Salaries (0100)	Before school homework instruction - paraprofessional- five days/week	X	8/11-5/14	Year 1
48	Benefits (0200)	Benefits for Para's	X	8/11-5/14	Year 1
250	Salaries (0100)	After school homework instruction - certified - five days/week	X	8/11-5/14	Year 1
43	Benefits (0200)	Benefits for teachers	X	8/11-5/14	Year 1
			X	8/11-5/14	Year 1
20,000	Travel, Registration and Entrance (0580)	Training in leadership, implementation, and monitoring of student progress (Principal and Teachers)	X	8/11-5/14	Year 1
426,906		Totals			

TIG SCHOOL 2: FM DAY ELEMENTARY SCHOOL

F.M. Day revised TIG Budget Narrative for 2011-2012 Purchases (9/13/11)

Cost	Object Code	Description	In Plan	Completion Date	Year
7200	Salary	Testing Team for required quarterly assessments. Assessment team - 3 staff, 30 hours per quarter x \$20/hr	x	8/11-5/14	1,2,3
1,224	Benefits	Benefits for Testing Team at 17% on 7200	x	8/11-5/14	1,2,3
2,880	Salary	TIG leadership team- time sheets	x	8/11-5/15	1,2,3
490	Benefits	Benefits for Leadership Team at 17% on 2880	x	8/11-5/14	1,2,3
1200	Salary	BLT teacher recognition team- time sheets	X	8/11-5/12	1
204	Benefits	Benefits for BLT teacher recognition team at 17% on 1200	X	8/11-5/14	1,2,3
5500	Salary	Action planning meetings beyond contract time- time sheets	X	8/11-5/13	1,2
935	Benefits	Benefits for action planning meetings at 17% on 5500	X	8/11-5/13	1,2
5500	Salary	Unit planning meetings beyond contract time- time sheets	X	8/11-5/13	1,2
935	Benefits	Benefits for unit planning meetings at 17% on 5500	X	8/11-5/13	1,2
9413	Salary	Release time for teachers to observe instruction and attend differentiated PD-sub pay- time sheets	X	8/11-5/13	1,2
1,600	Benefits	Benefits for subs providing release time	X	8/11-5/14	1,2,3
5500	Salary	Inter-rater reliability meetings beyond contract time- time sheets	X	8/11-5/13	1,2
935	Benefits	Benefits for inter-rater reliability meetings	X	8/11-5/13	1,2
3000	S/M	Write From the Beginning materials	x	8/11-5/12	1
3440	S/M	Supplies and materials for the development of activities and lessons	X	8/11-5/13	1,2
500	S/M	Paper, data boards, printing supplies etc. to communicate TIG initiatives to community	x	8/11-5/14	1,2,3
30,000	P/S	Extended learning opportunities- after school tutoring- fee for services to Center for Hearing, Speech and Language (Fast For-Word)	x	8/11-5/14	1,2,3
150,000	P/S	External services provider for Coaching and leadership Support, Job-embedded Professional Development and support in updating UIP, management of budget as well as submission of data/ information to CDE	x	8/11-5/13	1,2

40,000	P/S	Subscription to PLATO including alignment of application to district learning targets	x	8/11-5/12	1,2,3
10,000	P/S	CPIRC parent involvement partnership-fee for service	X	8/11-5/14	1,2,3
1,400	T/R&E	Fees for Breakthrough Coach Training for Principal and secretary	x	10/11	1
5400	T/R&E	Fees for differentiated PD opportunities	X	8/11-5/12	1
9,000	Equip.	Purchase 15 document cameras for use in PD endeavors and classroom instruction	X	8/11-5/12	1
6,000	Equip.	Purchase 15 LCD projectors for use in PD endeavors and classroom instruction	X	8/11-5/12	1

302,256		All 3 subtotals from above				
---------	--	----------------------------	--	--	--	--

Cost	Object Code	Description	FTE	Completion Date	Year	Page #
12122	IC	Indirect Cost rate 4.22% on \$297,628		5/12	1	

314,378		Grand Total from all above.				
---------	--	-----------------------------	--	--	--	--

TIG SCHOOL 3: MESA ELEMENTARY SCHOOL

1	6	7b	10
Budget Object	Original Cost	Revision #1 Cost	Description/Budget Narrative
Support - Salaries (0100)	2,880		Leadership team to monitor UIP/TIG implementation and develop building look fors (6 staff, 4 hours per meeting, 6 meetings)
Support - Employee Benefits (0200)	518		benefits for line 18
Support - Salaries (0100)	7,200		Assessment team to ensure validity and reliability of quarterly TIG required assessments (3 retired teachers, 30 hours per quarter, \$20/hour)
Support - Employee Benefits (0200)	1,224		benefits for line 20
Support - Salaries (0100)	1,920		Data Wall Team (4 staff, 4 reporting periods, 6 hours each for each quarter, \$20/hour)
Support - Employee Benefits (0200)	345		benefits for line 22
Support - Supplies (0600)	250		materials for data walls
Support - Salaries (0100)	1,680		Teacher evaluation team (6 staff, 14 hours each, @20/hour)
Support - Employee Benefits (0200)	302		benefits for line 25
Support - Salaries (0100)	16,290		Building Aide position (\$12/hour, 181 days, 7.5 hours/day)
Support - Employee Benefits (0200)	4,075		Benefits for line 27
Support - Salaries (0100)	1,280		Trainings for ESP staff (2 staff, 20 hours each, \$32/hour)
Support - Employee Benefits (0200)	218		benefits for line 29
Support - Salaries (0100)	5,120		Lead teacher teams to facilitate monthly parent engagement activities (8 staff, 4 hours each month, 8 months, \$20/hour)
Support - Employee Benefits (0200)	922		benefits for line 31
Support - Other Purchased Services (0500)	1,000		services to entice families (performers, catering, etc)
Support - Supplies (0600)	2,000		supplies to manage and entice families (give aways, fliers, activity materials, etc.)
Support - Salaries (0100)	800		Lead team service learning planning (2 staff, 20 hours each, \$20/hour)
Support - Employee Benefits (0200)	144		benefits for line 35

Support - Supplies (0600)	1,000		materials to support service learning projects
Inst. - Other Purchased Services (0500)	36,000	72,000	Tutoring service to provide 75 students with 40 sessions each (Results Learning)
Support - Other Purchased Services (0500)	14,400		Consultant fees (Cheryl Rose, 8 donated visits, 24 additional visits, \$600 each)
Support - Supplies (0600)	2,000		updated Teacher materials (25 literacy staff, \$80 each for updated teacher manuals for FAST)
Support - Salaries (0100)	3,840	-	Planning sessions for Cadre implementation (8 staff, 16 hours each, \$30/hour)
Support - Employee Benefits (0200)	653	-	benefits for line 41
Support - Salaries (0100)	34,560		Level 1 Cadre peer coaching (8 staff, 16 hours/month, 9 months, \$30/hour)
Support - Employee Benefits (0200)	5,875		benefits for line 43
Support - Salaries (0100)	13,440		Level 2 Cadre peer coaching (8 staff, 8 hours/month, 7 months, \$30/month)
Support - Employee Benefits (0200)	2,284		benefits for line 45
Support - Salaries (0100)	7,560		Level 3 Cadre peer coaching (9 staff, 4 hours/month, 7 months, \$30/hour)
Support - Employee Benefits (0200)	1,286		benefits for line 47
Support - Salaries (0100)	10,800		substitute coverage for release time throughout the year (3 subs, 3 days per month, \$140 per day)
Support - Other Purchased Services (0500)	75,600	75,000	Consulting and support of the Cadre (36 visits throughout the year, \$2100 per visit)
Support - Salaries (0100)	4,000	-	Ongoing refinement and alignment of building resources with curriculum (2 staff, 10 hours/month, 10 months, \$20/hour)
Support - Employee Benefits (0200)	720	-	benefits for line 51
Support - Salaries (0100)	8,000		Unit level planning and production of lessons, student activities and exemplars (25 staff, 2 hours/month, 8 months, \$20/hour)
Support - Employee Benefits (0200)	1,440		benefits for line53
Support - Supplies (0600)	1,500	-	Supplies and materials for development of activities, lessons)
Inst. - Salaries (0100)	100,000	-	2 full time interventionists (\$50,000 each)
Inst. - Employee Benefits (0200)	25,000	-	benefits for line 56

Support - Salaries (0100)	1,600		Additional time for office staff to support truancy efforts through management of data, contracts, and attending meetings (2 hours/week, 25 weeks, \$32/hour)
Support - Employee Benefits (0200)	272		benefits for line 58
Equipment	10,000		Document cameras

TIG SCHOOL 4: SHERRELWOOD ELEMENTARY SCHOOL

SHERRELWOOD TIG BUDGET NARRATIVE – REVISE 9.13.11c

OBJECT CODE	ACCOU NT TYPE	DESCRIPTION	YEAR 1	YEAR 2	YEAR 3
Instructional	Salaries	Instructional coaching to include mentoring, data discussions, cognitive coaching and job embedded PD. Build capacity amongst staff to evolve into peer coaching. In-class model to start, leading to coaching cadre amongst peers by Year 3	131,372	131,372	0
Instructional	Benefits	Benefits for Instructional Coach/Interventionist on \$131,372	32,843	32,843	0
Instructional	Salary	Additional Testing Team for required quarterly assessments and monthly progress monitoring to work with internal testing team. Assessment team - 3 staff, 30 hours per quarter x \$20/hr. Capacity built amongst staff by Year 3.	7200	7200	0
Instructional	Benefits	Benefits for Testing Team at 17% on \$7200	1224	1224	0
Instructional	S/M	Quarterly Testing Materials: Fountas & Pinnell Benchmark Assessment for Reading	1600	0	0
Support	S/M	DIBELS Next Progress Monitoring tool for monthly assessments (Not Benchmark Assessment, which district supplies)	700	700	700
Support	Salary	Liaison Position for Student Extended Learning & Family Support (Home Reading Program). Capacity built with Parent Volunteers by Year 3	25,000	25,000	0
Support	Benefits	Benefits for Liaison at 25% on 25,000	6250	6250	0
Support	S/M	Literature for Extended Learning Home Reading Program	7000	2000	0
Instructional	Supplies	Training and Zoo-Phonics materials to support the ELL and struggling students' acquisition of sounds and symbols (phonics, phonemic awareness, and writing) A Family Night is also centered around this tool.	2400	0	0
Parent Support	S/M	Zoo-Phonics materials for Family Night (Extended Learning & Family Involvement)	250	0	0
Parent Support	Prof P/S	Parent Coalition Support for Family Nights. Building capacity of parent team and staff by year 3	1000	1000	0
PD Support	Prof P/S	Coaching & Data Support from Outside Consultant	40,000	40,000	5000
PD Support	Salaries	Salary for instructional consultant to support training, coaching and modeling on the 5 components of reading in balanced literacy program/classroom and math PD support. Build capacity amongst staff and district support.	8000	0	0
PD Support	Benefits	Benefits at 17% on 8000 salary	1470	0	0
PD Support	Salary	Additional pay for staff to extend weekly PD	8820	0	0

		meetings 21 staff x \$15 per 30 min. (28 meetings)			
PD Support	Benefits	Benefits at 17% on salary	1499	0	0
PD Support	Salary	Substitute coverage, 14 staff members X \$120/day X 2 = \$3360 salaries and 654 benefits. Provide release time for Instructional rounds and time with coach and consultant	3360	0	0
PD Support	Benefits	Sub benefits on 3360	654	0	0
Support	Salary	ESP staff member on timesheet to organize building data (\$13 x 3 hrs. wk x 36 weeks)	1404	1404	0
Support	Benefits	ESP Staff Benefits for \$1404 salary	238	238	0
Support	Salary	ESP Administrative Asst. on timesheet to manage grant at building level (\$13 x 3 hrs. wk x 36 weeks)	1404	1404	0
Support	Benefits	ESP Staff Benefits for \$1404 salary	238	238	0
Support	Salary	Licensed staff for Teacher Evaluation Process Initial planning to develop processes (6 staff, 5 hours each, \$20/hour = \$600 salaries and \$102 benefits)	600	0	0
Support	Benefits	Benefits for Licensed staff at 17% on 600	102	0	0
Support	P/S	Leadership training	900	0	0
Support	S/M	Supplies to support Parent Plan, Extended Learning and Professional Development	2412	0	
Subtotal			287,940	250,873	5700
INDIRECT COST	4.22	22,487	11,659	10,587	241
Grand total		\$567,000	299,599	261,460	5941

TIG SCHOOL 5: WESTMINSTER ELEMENTARY SCHOOL

Westminster Elem. TIG Budget Narrative for 2011-2012 Purchases (9/12/11)

Instructional Program

Object Code	Description	In Plan	Completion Date	Year 1	Year 2	Year 3
Salary	Provide early intervention to young students to ensure that all students entering Primary classrooms are at grade level - .5 FTE for Kindergarten teacher	x	8/11-5/14	25,000	25,000	0
Benefits	Benefits for Kindergarten teacher on 25,000	X	8/11-5/14	6,250	6,250	0
Salary	Provide job-embedded staff development to teachers to develop monthly unit plans and additional staff development opportunities. Staff development opportunities will assist staff in further refining their practice on existing instructional programs including: <ul style="list-style-type: none"> • Thinking Maps • WFTB • Open Court • FOSS • Everyday Math • Behavior Management/Student Discipline process 20/hr X 4 hrs X 19 staff X 9 months \$18,000 for the year (pay + benefits at 25%)	x	8/11-5/12	23,000	23,000	0
Benefits	Benefits on 23,000	X	8/11-5/12	4,600	4,600	0
Supplies	Purchase of LLI curriculum materials for intervention support in reading.	X	8/11-5/12	8000	0	0
	Total			66850	58850	0

Support Program

Object	Description	In	Completion	Year	Year 2	Yr. 3
--------	-------------	----	------------	------	--------	-------

Code		Plan	Date	1		
P/S	<p>Provide on-going mechanisms for family and community engagement (20 events over the course of the year).</p> <ul style="list-style-type: none"> • Monthly Family Nights (examples will include Movie Night, BINGO, etc.) • Monthly Parent Workshops (Safety for your child, understanding how to access and use Educate to track your child's learning, how to help your child with reading, etc.) • Monthly morning PTO with the principal in the library • Monthly parent and teacher building planning sessions (PTA, BAAC, and TIG activities) <p>Survey parents in Spring 2012 to plan activities for year 2 – (maintain grant funding to support and include costs to support identification and training of community and parent leads for sustainability in year 4) Lead teams to establish events in year 1, identify community/parent leads in year 2, train community/parent leads in year 3 to build sustainability in year 4 CWSPC - \$2500 for services to support parenting nights along with \$1000 supplies and materials and \$1000 purchased services to supplement building and PTA contributions for each event</p>	x	5/14	4,500	4,500	0
S/M	Continue to build instructional rigor, student engagement, and bell-to-bell instruction through teacher professional development. Text- <i>Clockwatchers (Stevie Quate)</i> 30 copies x \$21.00= \$630	x	8/11-5/12	650	0	0
P/S	External services provider for Coaching and leadership Support, Job-embedded Professional Development and support in updating UIP, management of budget as well as submission of data/ information to CDE.	x	8/11-5/12	133001	102903	29357
P/S	Provide professional development to	x	8/11-5/12	1400	0	0

	building secretary and principal to maximize time during the school day for instructional support. <i>Breakthrough Coaching</i> - \$700 per person - \$1400 total					
P/S	Provide expanded learning opportunities for students extending beyond the traditional school day. These opportunities would focus on reading and writing outcomes and be implemented in a non-traditional format to capitalize on student interests and engagement. Semester tutoring program afterschool in library.	x	8/11-5/14	35000	35000	0
P/S	Contract with specialist to assist with Truancy prevention efforts including truancy review board process, monitoring and attendance tracking, \$7000/yr. \$60-75/hr	x	8/11-5/14	7000	7000	0
	SubTotal			252539	176550	30650

IC	District Indirect Costs at 4.22%	X		10657	7151	1239
----	----------------------------------	---	--	-------	------	------

Total: \$470,400