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SCHOOL: _____ Audubon Elementary

NCLB School Improvement Status	Accreditation Status	School Status	Title I Status
☒ **Not on Improvement**	☐ **Accredited with Performance Plan**	☐ **ACHIEVE Tier I**	☐ **Targeted Assistance**
☐ **Year 1**	☒ **Accredited with Improvement Plan**	☐ **ACHIEVE Tier II**	☐ **School-wide**
☐ **Year 2**	☐ **Accredited with Priority Improvement Plan**	☐ **ACHIEVE Tier III**	
☐ **Corrective Action**	☐ **Accredited with Turn-Around Plan**		
☐ **Restructuring**			

School Improvement Planning Team: Signatures of people who were involved in the preparation of the plan. **Parents must be included.**	**Building Advisory Accountability Committee:**	**To be completed by the Title I/Operations office:**
Name / **Position**		
Nancy Smith — Principal Bonnie Ward — LRT	1) **Date the Plan was presented to SAC for review:** October 11, 2010 November 8, 2010	**Date received in Title I/Operations office:**
Suzanne White — Intermediate Sped Clare Ruby — Intermediate Teacher		
Jacqueline Evans — PrimaryTeacher Barbara Buss — Social Worker	2) **Signature of Principal:**	**Date the Plan was reviewed:**
	3) **Signature of SAC Chairperson:** Lisa Darden	**Members of the Review Team:**
	4) **Signatures of SAC members:** Steve Swankowsk - parent Audrey DeRubis – parent	
	Robin Samuels – D11 Teacher/parent Dee Ricketts – community member	
	Tara Klein - parent Dan Dees – parent	**Date of Plan Approval:**
	Bobby Garcia - parent Natasha Andersen – parent Cindi Mills – parent	
	Lisa Darden – parent Ed Plute – community member	**Signature of Title I/School-wide Director:**
	Lara Lane - parent	

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

Organization Code: 1010 **District Name:** COLORADO SPRINGS 11 **School Code:** 0452 **School Name:** AUDUBON ELEMENTARY SCHOOL (E) *Comparison based on:* 3 Year

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below have been pre-polulated with the 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. The columns highlighted in Yellow define the plan comparison as either 1 Year or 3 Year.

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	E	Overall
Academic Achievement (Status)	**CSAP, CSAP-A, Lectura, Escritura** Description: % P+A in reading, math, writing and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	69.2%	69.4%	Approaching	Approaching
		Math	70.9%	70.1%	68.4%	65.2%	Approaching	
		Writing	53.5%	54.8%	53.0%	54.1%	Approaching	
		Science	47.5%	45.4%	44.4%	42.4%	Approaching	
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 20			Overall % of targets met by School: 100.0%		Reading	YES
							Math	YES
Academic Growth	**Median Student Growth Percentile** Description: Growth in CSAP for reading, math and writing Expectation: If school met adequate growth: then median SGP is at or above 45 If school did not meet adequate growth: then median SGP is at or above 55		Median Adequate SGP	Median SGP			E	Overall
		Reading	31	45/55	Median SGP:	40	Approaching	Approaching
		Math	54	45/55	Median SGP:	43	Approaching	
		Writing	45	45/55	Median SGP:	52	Meets	

*To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table
**To see your school's detailed AYP report (includes school results by content area, subgroup and school level, go to: www.schoolview.org/SchoolPerformance/index.asp

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations		09-10 School Results		Expectations Met?	
Academic Growth Gaps	**Median Student Growth Percentile** Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups met adequate growth: median SGP is at or above 45. 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 subgroups, 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 subgroup.		E **Approaching**	Overall **Approaching**
Post Secondary Readiness	**Graduation Rate** Expectation: 80% or above	80% or above		N/A		N/A	
	Dropout Rate Expectation: At or below State average	1-year 3.6%	3-years 3.9%	1-year N/A	3-years N/A	N/A	
	Mean ACT Composite Score Expectation: At or above State average	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)	Improvement	The school is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. Refer to the SchoolView Learning Center for more detailed directions on plan submission, as well as the Quality Criteria and Checklist for State Requirements for School Improvement Plans to ensure that all required elements are captured in the school's plan.
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	N/A	Not identified for Improvement under Title I.

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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. NO	☐ Turnaround ☐ Restart ☐ Transformation ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded? NO	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When? NO	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used. NO	

Improvement Plan Information

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

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

	School Contact Information (Additional contacts may be added, if needed)	
328-2602	Name and Title	Nancy Smith, Principal
	Email	smithnc@d11.org
	Phone	328-2602
	Mailing Address	2400 E. Van Buren Street Colorado Springs, CO 80909
2	Name and Title	Bonnie Ward, LRT
	Email	wardbj@d11.org
	Phone	328-2669
	Mailing Address	2400 E. Van Buren Street Colorado Springs, CO 80909

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. 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.
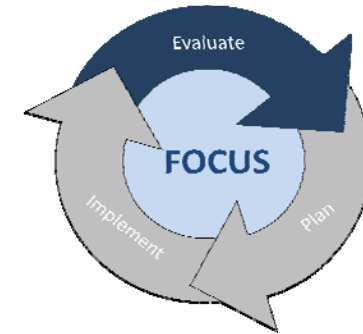
Step One: Gather and Organize Relevant Data
The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance 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
• Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency)	• School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates	• Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs
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)	3-year data School wide CSAP **Reading** (69.4% P/A) **Approaching** state expectation 3rd – 72% ->87% ->69% 4th – 53%->62%->61% 5th – 77%->73%->76% School wide CSAP **Math** (65.2% P/A) **Approaching** state expectations 3rd – 73%->65%->67% 4th – 45%->74%->61% 5th – 67%-50%->67% School wide CSAP **Writing** (42.2%) **Approaching** state expectations 3rd – 50%->73%->46% 4th – 45%->56%->45%	Active participation in district curriculum meetings (RS user group, math and writing goal teams) Staff development on High Student Engagement Teaching Strategies and 100% Student Response Strategies	First year implementation with reading and math curriculum Lack of alignment between Tier 2/3 interventions with core curriculum Need more instructional time in schedule to focus on core curriculum and interventions More attention must be given to training teachers on 100% strategies and multi-sensory engagement activities

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	5th – 53%->50%->61% 3rd showing strong improvement trends in Reading and Writing with a significant decline in 2010 4th – showing strong improvement trends in all subjects with declines in 2010 5th – subjects with declines in 2009 showed improvements in 2010 Audubon has been identified as an "Average" performing school by CDE for the past 3 years. We are losing students out of the Proficient and Advanced categories more than any other proficiency band	Daily schedule that allows fidelity of instructional time Better alignment of Tier 2/3 interventions to core through push-in model	More attention needed to specific Tier 1 strategies, including differentiation to secure enrollment of GT and Advanced students
Academic Growth	Student Performance Framework Performance indicators show Growth in **Reading and Math** are **approaching** state expectations Median growth for reading was 40, needed 31 Median growth for math was 43, needed 54 Student Performance Framework Performance indicators show Growth in **Writing meets** state expectations Median growth for writing was 52, needed 45	Need MCAP and MCOMP staff training for Progress Monitoring Math Closely monitoring individual student growth on grade-level charts Staff Training on high engagement teaching strategies and 100% student response strategies	More attention must be given to training teachers on student response and high engagement strategies. Instructional schedule did not allow enough time for fidelity of differentiated instruction and interventions First year implementation of EDM *Growth in writing due to consistent use of school-wide graphic organizers and vertical alignment of increasing expectations

Academic Growth Gaps	We **exceed** growth expectations for **ELL in Writing** We **met** growth expectations in 2 groups: **ELL in reading and Minority in writing** We **do not meet** growth expectations for **ELL in math** In all other areas we are **approaching** growth expectations Reading: Minority/Non 40/20 　　　　　FRL/Non 23/40 　　　　　Girls/Boys 45/21 Writing: 　Minority/Non 47/34 　　　　　Girls/Boys 51/30	Schedule ELL support in math blocks with high concentration of ELL students	Increased work on building background knowledge and vocabulary within Tier 1 instruction is effectively raising student proficiency in language arts. Increase alignment of Math interventions for ELL students to classroom math curriculum – strong computation skills over math language.
Post Secondary Readiness			

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?
Audubon Elementary is located in the center of Colorado Springs in a quiet residential neighborhood with a high percentage of retired and elderly. We are beginning to see a slow increase in the number of young families move into the area as housing becomes available. The school was built in 1953, and currently has an enrollment of 300 PK-5; 9.3%		

Sped, 12% ELL, 5% GT, 23% ILP, 58.3% FRL. At the end of the 2008-2009 school year, Audubon boundaries were changed to accommodate students from two neighboring Title 1 elementary schools that closed, adding approximately 90 students to our enrollment. Our student demographics have changed significantly over the last 5 years with an increase in the number of English Language Learners, students qualifying for free or reduced meals, and special education students. A district center-based program for students with Significantly Identifiable Emotional Disabilities (SIED) was placed at Audubon at the beginning of the 09-10 school year. Leadership has been stable over the past seven years. Over the past six years, Audubon has earned an "average" academic rating from the Colorado Department of Education. We are an exemplar school for implementing Response to Intervention (RtI), and are in our third year of implementing Positive Behavior Support (PBS). We continue to struggle with parent involvement and have not had an active PTA or PTO for many years.
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   The 2010 School Performance Framework indicates that Audubon is "approaching" most our targets for academic achievement, growth, and growth gaps. We have three subgroups "meeting" targets (Writing growth, ELL in Reading, Minority in Writing, and Students needing to catch up in Writing). We do have one subgroup (ELL) that fails to meet expected growth in math. The Performance Framework shows that Audubon is on "Improvement" status overall. The Student Growth Summary indicates that Audubon only made adequate growth in two particular subgroups: 5th grade writing and Girls in Writing. We are well below the state in our overall performance and growth. Data indicates that we have lost the most growth from our Advanced and Proficient students.

   In the area of **Reading,** our 2010 CSAP scores showed an 18% drop in 3rd grade, a 1% drop in 4th grade, and a 3% increase in 5th grade. There is not one standard or subcategory that is significantly below all the others. As we look at the thirds longitudinal growth from 3rd to 4th, 71% of our students also demonstrated less than one year's growth with only 36% students with less than a year's growth from 4th to 5th. We had an overall 40% observed growth when we needed 31% observed growth. It is clear from our body of evidence, that our Proficient students are not moving to Advanced, nor are our partially proficient and unsatisfactory students moving to proficient. In addition, we only had 1 3rd and 2 5th-grade students that scored Advanced on CSAP. Gap groups identified in the School Growth Summary are Girl/Boy with girls growing at twice the rate of boys; FRL/non FRL with non FRL growing almost twice the rate of FRL; and minority and non-minority with the minority students growing at twice the rate of non-minority. In order to better meet the needs of both our proficient and advanced students as well as our students performing below proficiency, we are skill grouping all 1st – 5th grade students within the grade level for language arts instruction. This will allow the GT teacher, ELL teacher and Special Ed teacher to access identified students and provide services in a push-in model instead of a "pull-out" service model. SuccessMaker tutoring will be the only pull-out intervention for reading, and that is due to the accessibility of computers and the immediate reteach necessary to have fidelity to the program. Our master schedule has increased the language arts instruction time to allow for full 30-minutes of whole group instruction, with the remaining 90 minutes used for small group direct instruction with differentiation. Through our root cause analysis work, we realized that continuity of instruction for at-risk students was affected by numerous pull-out interventions given by separate interventionists. Another root cause identified was the misalignment of our interventions to the core curriculum. Skills were being taught in isolation with little transfer back to the grade-level material. We were also implementing a new reading curriculum (Reading Streets). Staff training in this program was minimal. Low student motivation and accountability were also noted as root causes. We feel this is identifies the need for increasing multisensory teaching strategies and 100% student response strategies. Our teachers will be studying high-engagement multi-sensory teaching strategies and 100% student response strategies and increasing the frequent use of both throughout the school year. We believe that by creating a master schedule with longer instructional times, skill grouping for reading, and a push-in model for the delivery of interventions, we will create an environment for increased growth by all students. The increase use of engaging teaching and student response strategies will increase student motivation and accountability and will compliment typical learning style of boys.

   In **math**, our 2010 CSAP scores showed a 2% increase in 3rd grade, a 13% drop in 4th grade, and a 17% increase in 5th grade. We had a much larger percent of Advanced students in 3rd and 5th, and not many in 4th grade. As we look at the thirds longitudinal growth from 3rd to 4th, 51% of students demonstrated less than a year's growth from 3rd to 4th, and 50% of students from 4th to 5th. We had an overall 43% observed growth when we needed 54%. This is the only core academic subject where we did not meet adequate growth.   Our advanced and proficient students are not maintaining adequate growth and are dropping proficiency levels over time.   On the School Growth Summary report, we noticed that our significant gap groups are IEP, FRL in keeping up, and minority in moving up. On the Performance Frameworks, the ELL subgroup failed to meet expected growth. This was noted by classroom teachers last year when ELL student interventions with math vocabulary did not transfer to proficiency in math computation. At semester, we changed the intervention to SuccessMaker and began to see growth, although it was too late to positively impact CSAP performance. Another root cause for poor math

performance and growth was 1st year implementation of a new math program (EDM). The length of the instructional block for math made it difficult to include the many computation games needed to boost number sense. In order to better meet the needs of all students in math, we have increased math instructional blocks to 90 minutes, with the expectation of small-group differentiated instruction after whole group instruction and more frequent playing of math games. Work is continuing on adjusting the pace and sequence of EDM curriculum.

   Writing CSAP scores for 2010 showed a 27% decrease in 3rd, an 11% decrease in 4th, and an increase of 11% increase in 5th. We only had 9 students (3-5) score advanced in writing. As we look at the Thirds Longitudinal Growth report from 3rd to 4th it shows that 58% had less than a year's worth of growth, and from 4th to 5th, 26% had less than a year's worth of growth. Our growth data on School Performance Framework shows that we had an overall 52 median growth percentile when we needed 45 median growth percentile, meeting expected growth in writing with the ELL subgroup actually exceeding expected growth. We are moving in the right direction with slow progress. Weak areas are mechanics for 3rd and Paragraph writing for 4th and 5th grades. Gap groups are girls/boys at all grades. IEP and ELL subgroups also show a significant gap. In our root cause analysis, we noted that we need to improve our vertical alignment of performance expectations to limit regression between grade levels   Writing instruction time was not used with fidelity, often being shortened to instruct other curricular areas. Many students identified writing as their least favorite subject because it was hard for them; and because it was difficult, student engagement and motivation were low. We need to identify additional writing interventions to address student needs and track progress. We will stay the course with current writing strategies, strengthening the rigor and expectations as the students move through the grade levels. We are increasing the alignment between reading and writing by using the grammar and spelling instruction embedded in our new reading curriculum. Significant changes in our master schedule are ensuring fidelity to writing instruction time, with ELL and GT push in for interventions and enrichment. We will also be using the district writing prompts, scoring rubrics and pacing guides.

   Because we see a low level of student engagement and motivation across all curricular areas, our overarching goal is to enhance our differentiated Tier 1 instruction and bringing the students back into the learning process by increasing multisensory activities to engage different learning modalities and 100% response strategies to hold all students accountable for connecting with instruction. We are confident that we will see increases student proficiency, growth, and student engagement resulting from our efforts.

AUDUBON Elementary School

Reading Trends

School wide CSAP Reading (P/A) 69.4%
School Performance Frameworks show Audubon is Approaching state requirements for school-level "adequate growth"
Reading Growth Percentile – Fourth and fifth grade growth (22/40) is far below district (43/47) and state (50/50)
Reading Growth Percent Catching Up – Less than 20 students were in this category. There is no data reported.
Reading Growth Percent Keeping Up – Fourth and fifth grade (59/68) are far below district (71/79) and state (76/81)
Reading Growth Percent Moving Up – Fourth and fifth (0/13) are far below district (16/19) and state (21/22)
The Colorado Growth Model places Audubon in the Moderate achievement/Low Growth quadrant

Math Trends School wide CSAP Math (P/A) 65.2%
School Performance Frameworks show Audubon is Approaching state requirements for school-level "adequate growth"
Reading Growth Percentile – Fourth and fifth grade growth (27/32) is far below district (42/41) and state (50/50)
Reading Growth Percent Catching Up – Less than 20 students were in this category. There is no data reported.
Reading Growth Percent Keeping Up – Fourth and fifth grade (32/47) if far below district (54/55) and state (61/60)
Reading Growth Percent Moving Up – Fourth and fifth grade (-/4) is far from district (22/17) and state (29/25)
The Colorado Growth Model places Audubon in the Moderate achievement/Low Growth quadrant

Writing Trends School wide CSAP Reading (P/A) 54.1%
School Performance Frameworks show Audubon is Approaching state requirements for school-level "adequate growth"
Reading Growth Percentile – Fourth (25) is far below district (45) and state (50), whereas fifth grade (52) is above both district (48) and state (50)

Reading Growth Percent Catching Up – Less than 20 students were in this category. There is no data reported.
Reading Growth Percent Keeping Up – No data for fourth. Fifth grade (71) matches district (71) and slightly less than state (72)
Reading Growth Percent Moving Up – No data for fourth. Fifth grade (23) is below district (26) and state (25)
The Colorado Growth Model places Audubon in Moderate achievement/Low Growth quadrant

The Colorado Growth Model placed Audubon Elementary in the Low Achievement

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.
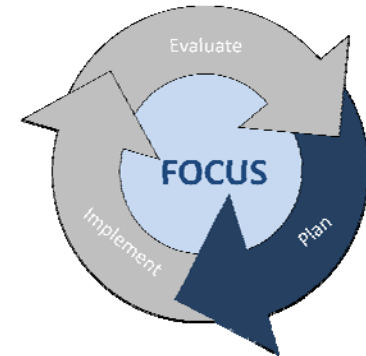
Example of an Annual Target for a Title I Elementary School

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.

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	Percent Proficient and Advanced will be at or above the state 50th percentile	Percent Proficient and Advanced will be at or above the state 50th percentile	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in reading, with goal of meeting or exceeding NWEA growth targets for all grades and	See strategies under Action Planning Worksheet, goals 1, 2, and 3

					disaggregated student groups.	
		M	Percent Proficient and Advanced will be at or above the state 50th percentile	Percent Proficient and Advanced will be at or above the state 50th percentile	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
		W	Percent Proficient and Advanced will be at or above the state 50th percentile	Percent Proficient and Advanced will be at or above the state 50th percentile	NWEA Maps Assessments (administered 2 times during the year). Fall-spring RIT growth in language usage, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
		S	Percent Proficient and Advanced will be at or above the state 50th percentile	Percent Proficient and Advanced will be at or above the state 50th percentile		See strategies under Action Planning Worksheet, goals 1, 2, and 3
	AYP (Overall and for each disaggregated groups)	R	94.23% 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 of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in reading, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
		M	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.	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.	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
Academic Growth	Median Student Growth Percentile	R	Observed growth will meet or exceed adequate growth	Observed growth will meet or exceed adequate growth	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in reading, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
		M	Observed growth will meet or exceed		NWEA Maps Assessments	See strategies under

			adequate growth	Observed growth will meet or exceed adequate growth	(administered 3 times during the year). Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	Action Planning Worksheet, goals 1, 2, and 3
		W	Observed growth will meet or exceed adequate growth	Observed growth will meet or exceed adequate growth	NWEA Maps Assessments (administered 2 times during the year). Fall-spring RIT growth in language usage, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
Academic Growth Gaps	Median Student Growth Percentile	R	There will be 5 percentage points or less gap between each disaggregated sub-group with an N of 30 students or more	There will be 5 percentage points or less gap between each disaggregated sub-group with an N of 30 students or more	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in reading, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
		M	There will be 5 percentage points or less gap between each disaggregated sub-group with an N of 30 students or more	There will be 5 percentage points or less gap between each disaggregated sub-group with an N of 30 students or more	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
		W	There will be 5 percentage points or less gap between each disaggregated sub-group with an N of 30 students or more	There will be 5 percentage points or less gap between each disaggregated sub-group with an N of 30 students or more	NWEA Maps Assessments (administered 2 times during the year). Fall-spring RIT growth in language usage, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3

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 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 Goal #1: _ **Top Quality Tier 1 instruction for every student, every day, in every classroom through differentiated instruction as evidenced by:**

Increased use of Kagan's high-engagement and multi-sensory teaching strategies as well as 100% student-response strategies daily in Reading, Writing, and Math as measured during weekly walk-through observations by principal, BLT, and professional colleagues.

High Engagement Teaching Strategies
- Teacher lesson plans will show planned multisensory activities (Visual, Auditory, Tactile, Kinesthetic) in Reading, Writing & Math
- Teacher artifacts of multisensory activities in Reading, Writing & Math

100% Student Response Strategies
- Choral response
- Think/Pair/Share
- Use of white boards

Root Cause(s) Addressed: Low student performance and growth data caused by low student engagement and motivation

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

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✓ School Plan under State Accountability   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant

☐ Title I school-wide 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
Instruction and modeling of individual strategies in monthly PLC meetings	Throughout year	Principal, LRT, classroom teachers	Teacher multisensory artifacts Staff development materials	Currently begun – will be ongoing throughout school year, documenting date of training.
Staff collaboratively creates "Look Fors" for implementation of high engagement teaching strategies and 100% student response strategies.	By 11/1	Principal and staff		In use during weekly walkthroughs as of 11/1
Staff creates tracking mechanism to teacher walk-through form	By 11/1	Principal and staff		In use during weekly walkthroughs as of 11/1
Weekly walk-through implementation data will be collect and analyzed by BLT, with data to be shared with staff and SAC	Monthly throughout school year	Principal and staff	Walkthrough forms With implementation tracking sheet	Graphs of monthly implementation levels from walk through data
Teacher lesson plans will document multi-sensory activities	Beginning 11/1 Checked weekly During walkthrough	Classroom teachers	Lesson Plan books	Weekly checks, quarterly review
Teachers will maintain a collection of artifacts of multisensory activities in reading, writing, and math	Beginning 11/1 Checked weekly during walkthrough	Classroom teachers	Milk Crates with Reading, Writing, Math dividers	Samples presented monthly at PLC
Learning styles of teachers and students identified by learning style inventories	By the end of Semester 1	Staff, Parents, Students	Cost of copying learning style inventories	Second semester Teacher Learning Style inventory Student Learning Style inventory

Elementary School Implementation and Performance Data

Organization Code: _____ District Name: Colorado Springs School District Number Eleven

School Code: _____ School Name: Audubon Elementary

GOAL #1. Top Quality Tier 1 Instruction

Strategy: Audubon teaching staff will increase the daily use of Kagan's high-engagement and multi-sensory teaching strategies as well as 100% student-response strategies in Reading, Writing, and Math as measured during weekly walk-through observations by principal, BLT, and professional colleagues.

Implementation Average number of observed activities in 5-minute peer walk through 100% response strategies / Multi-sensory activities										MAP Performance (% P/A)														
											Fall Oct					**Winter Feb**					**Spring May**				
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Kindergarten		9/10		15/41	12/34					RE		53	62	58	60		68	82	74	64					
Grade 1		3/7		6/11	3/5					MA		47	59	70	60		75	87	78	59					
Grade 2		4/8		4/9	5/11					LA	No cut scores to determine levels of proficiency														
Grade 3		3/9		5/11	9/18																				
Grade 4		7/7		1/3	2/5																				
Grade 5		6/12		1/3	2/5																				

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No walk-through data was collected during the 3 weeks of December as we were benchmark testing (DIBEL and MAP) the whole student body

Major Improvement Goal #2: _ *Quality Tier 2 & 3 instruction with fidelity as defined by research and evidenced by time, intensity and duration as evidenced by (strategy):*

Strategy: We will increase the effectiveness and fidelity of Tier 2/3 interventions by creating and monitoring a school-wide schedule that increases the time for interventions and aligns those intervention strategies with core-academic instruction.

_Root Cause(s) Addressed: Lack of learning continuity by Tier 2/3 students from multiple pull-outs from classroom instruction, Poor alignment of Tier 2/3 interventions to the core academic program. Instructional schedule did not allow adequate time for interventions with fidelity.

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 school-wide 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
Increase length of instructional blocks to allow time for interventions with fidelity.	August 2010	Principal and staff	Time to collaborate on master schedule	Master schedule in place by 9/7/10
Ability grouping students in language arts within grade levels to facilitate interventionists access to target students	Begun 9/2010 with ongoing review and adjustments	Principal, LRT, interventionists	Fall assessment data from Dibel sweep and CSAP adding MAP data when available	Grouping created and implemented by 9/7/10
Move from pull-out model to push-in model for most interventions to better align to core academic instruction and increase continuity of learning for Tier 2/3 students	9/2010	Classroom teachers, interventionists	Rolling carts for interventionists, additional tables or learning stations within classrooms for two teachers to teach effective small group simultaneously	Daily schedule of Interventionists that coincides with master schedule of daily instruction for each grade
Increase fidelity of RtI process to identify Tier 2 and Tier 3 students	Ongoing with quarterly review	LRT, Principal, BLT, District RtI Coach	Data tracking software programs, time for Tier 2/3 meetings with parents Sub coverage for teachers to	RtI evaluation rubric scoring 3 times per year

				attend meetings
Additional staff development in TieNet progress-monitoring process	1st semester	All staff	District RtI coach	Dates of trainings
Interventionist training in programs and progress monitoring tools New SM Orton Gillingham MCAP and MCOMP MAZE	Throughout year	Sped staff Tutor Classroom teachers LRT Principal	District trainers Staff development time Subs	Dates of trainings
Creating of Writing Lab to provide Tier 2 interventions	Q2-Q4	LRT, Principal, Teachers, Parents		Schedule of writing lab and attendees

Major Improvement Goal #3: __ *A positive climate and culture exists as evidenced by Positive Behavior Support system, implemented with fidelity, parent and community involvement and a sense of community as evidenced by (strategy):*

<u>Strategy</u>: **We will build a stronger connection between home and school by increasing parent involvement in school events and student learning.**

Root Cause(s) Addressed: Low parent involvement as measured by participation in SAC, Open House, P/T conferences, and volunteer hours; ineffective communication between school and community; parents needing childcare in order to attend school events; current family activities at school not connected to student learning, some parents do not have internet access and miss information posted there.
_____

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 school-wide 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
Training on and utilization of N-Touch system to	Semester 1	LTE, Principal	Webinars, off-site trainings	Initial N-Touch training with Principal

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increase communication to parents via mass e-mail.				and LTE – 9/28 Follow-up N-Touch training Semester 2 – monthly newsletter e-mail push. Targeted messages for planned parent events.
Personal phone invitation to parents to attend events	Ongoing	Office staff, classroom teachers	Time, accurate phone contact list	9/2010 – monthly meeting reminders plus special events
Daycare provided by ESP staff for evening meetings	Ongoing	ESP staff	Room for children, craft materials, comp time or extra pay for staff, play equipment, DVDs, tech equipment	Already provided for SAC. To be scheduled for future events (event calendar)
Quarterly family activities planned to teach parents how to help their child/children with reading, writing and math at home	Semester 2	ESP, LRT, Principal, LTE, staff	Copied material handouts Alternate activities for students, snacks, daycare	Schedule of 3 learning nights second semester
Increase number of community partnerships to support family activities	Ongoing	Principal, staff, district personnel, Office staff	Tax exempt letter/number Time to solicit partnerships	List of current and new community partnerships
Effective and timely use of automated phone system to invite/remind parents of activities.	Ongoing	Office staff, principal	Accurate calendar of events Accurate parent contact number	2 week initial notice and 2 days prior to even reminder for all activities. Log of automated calls
New school webpage to contain up-to-date parent information	Ongoing	LTE, principal, office staff	Training in new webpage software, time, calendar of events	Monthly for newsletters Quarterly for major parent events
Collect home e-mail address at P/T conferences for those wanting e-mail notifications	10/28-29			Parent e-mail group set up in N-Touch