

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

Organization Code: 1550 District Name: **POUDRE R-1** School Code: 9251 School Name: **TRAUT CORE ELEMENTARY SCHOOL (E)** Comparison based on: 1 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%	97.0%	96.5%	Exceeds	Exceeds
		Math	70.9%	70.1%	94.4%	93.3%	Exceeds	
		Writing	53.5%	54.8%	89.7%	90.7%	Exceeds	
		Science	47.5%	45.4%	88.5%	91.2%	Exceeds	
	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: 24			Overall % of targets met by School: 100.0%		Reading	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	15	45/55	Median SGP: 70	Exceeds	Exceeds	
		Math	31	45/55	Median SGP: 61	Exceeds		
		Writing	22	45/55	Median SGP: 75	Exceeds		

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

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

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations		09-10 School Results		Expectations Met?	
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups 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	Overall
						Exceeds	Exceeds
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-years	1-year	3-years	N/A	
		3.6%	3.9%	N/A	N/A	N/A	
	Mean ACT Composite Score Expectation: At or above State average	1-year	3-years	1-year	3-years	N/A	
	20	20.1	N/A	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)	Performance	The school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 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.

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 type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	N/A
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	N/A
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.	N/A

Improvement Plan Information

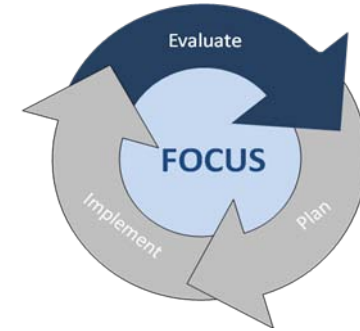
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Mark Wertheimer, Principal
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2	Name and Title	Teyana Reynolds, Parent Advisory Board President
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	Mailing Address	1839 Thyme Court, Fort Collins, CO 80528

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, P. G. (2003). *School Leader’s Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education). 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)	Traut achievement consistently exceeds the rating	N/A	N/A
Academic Growth	<p>Our data indicates that Traut’s 4th grade students did not make adequate growth in math for the last two years. In 2009, 36% and in 2010, 34% of our 4th grade students fell into the “low growth” category for CSAP math. Furthermore, the data shows that in 2009 64% and in 2010 54% of our Advanced math students did not make a year’s growth.</p> <p>In 2009, 50% of the 4th grade Partially Proficient students did not make a year’s growth, and 50% made more than one year’s growth. In 2010, 33% of our Partially Proficient students made one year’s growth and 67% made more than one year’s growth. None of our Partially Proficient students made less than one year’s growth last year. There were some significant changes to</p>	4th grade math Advanced and Partially Proficient students.	Incomplete instructional opportunities for advanced students

	the intervention delivery options available in 2010, which may account for the significant increase between 2009 and 2010 (for Partially Proficient students).		
Academic Growth Gaps	The most significant finding is that in Math there were two "Academic Growth Gap" subgroups (Students with Disabilities and Students needing to catch up) at the "Approaching" level.*	<ol style="list-style-type: none"> 1. Students with disabilities 2. Students needing to catch up 	<ul style="list-style-type: none"> • Incomplete instructional opportunities for these subgroups • Inadequate understanding of IEP accommodations and modifications. • Intervention that supplants, rather than supplements tier 1 instruction.
Post Secondary Readiness	N/A	N/A	N/A

*In this analysis, it is very important to note that there are very small numbers of students in each subgroup, with about 3% of the school's population in any given group. Therefore, generalizations from these data should be analyzed accordingly.

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>
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Data Analysis

In order to determine what trends exist in the data, the analysis goes back an additional 3 years, not only examining 2010, 2009, and 2008, but also 2007, 2006, and 2005 data. The pattern in the older 3 year data was similar to recent findings. Traut is and has always been a high performing school, often at the very top of the district (usually in the top three schools). Traut scores typically fall in the top 5-10% tier of all elementary schools in the state.

PSD comparison

- Traut scored in the top 5 schools proficient/advanced percentages (P+A) and advanced (A) percentages in all CSAP tests
 - 2nd in PSD in both areas
- Traut scored first place P+A in 3 of 10 tests, second place in 6, and fifth place in 1.

- Traut scored first place A in 3 of 10 tests, second place in 2, third place in 2, fourth place in 2, and fifth place in 1.
- Traut scored first place overall in both P+A and A in Language Arts testing (Reading and Writing across grade levels)
- Traut scored second place overall in P+A in Math across grade levels and first place overall in A in Math across grade levels
- When comparing the performance of Traut, Liberty, Zach, and Werner from 2003-2010, Traut remains the most consistently high performing P+A PSD elementary school, with 38 first place standings, 24 second place standings, 9 third place standings, and 2 fourth place standings

In the three-year data analysis, there are few areas of relative weakness. The most significant finding is that in Math there are two “Academic Growth Gap” subgroups (Students with Disabilities and Students needing to catch up) at the “Approaching” level. There are also two Academic Growth Gap subgroups where the target was only “Met” (Free/Reduced Lunch Eligible Reading and Students with Disabilities in Writing) and one Academic Growth subgroup (Reading).

In this analysis, it is very important to note that there are very small numbers of students in each subgroup, with about 3% of the school’s population in any given group. Therefore, it is important to note the potential that even one student can skew the results significantly.

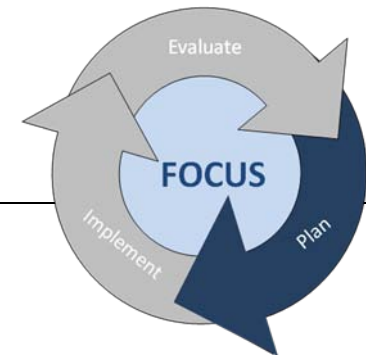
There are concerns regarding Traut’s growth in Math last year. Upon reviewing CSAP results for the last three years, Traut’s total median growth percentiles in math for 2008-2010 are 66, 53, and 61 respectively. However, when looking at 4th grade specifically, Traut’s median growth percentiles declined sharply in 2009, falling from 58 to 46, rebounding only slightly in 2010 to 47. Traut will focus on efforts and resources to address this issue and has already facilitated data talks this school year. These conversations will help Traut clarify what the school plans to do for its Advanced students during the 2010-2011 school year. Traut must ensure that its highest achieving students continue to make adequate yearly growth.

Although Traut has extraordinary Median Growth Percentiles in Reading and Writing, the school will continue to pursue excellence. This year the school will continue to implement intervention opportunities for students at all levels. Traut needs to be sure to maintain high performance in all areas, allocating resources to assist in interventions to the school’s high end as well as low end students. As part of this process, Traut is continually improving advanced students’ access to advanced materials and goals.

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	Exceeded in all areas.	On track to meet this target	STAR, MAPS
		M	Exceeded in all areas.	On track to meet this target	MAPS
		W	Exceeded in all areas.	On track to meet this target	
		S	Exceeded in all areas.	On track to meet this target	
	AYP (Overall & for each disaggregated groups)	R	Exceeded in all areas.	On track to meet this target	
		M	Exceeded in all areas.	On track to meet this target	
Academic Growth	Median Student Growth Percentile	R	Met or exceeded in all areas	On track to meet this target	
		M	65% of 4 th grade Advanced math students will make adequate yearly growth by Spring 2011, up from 46% in 2010 and 35% in 2009.	80% of 4 th grade Advanced math students will make adequate yearly growth by Spring 2012.	MAPS math, Unit Assessments, Student Work

						screening in math to check for adequate growth
		W	Exceeded in all areas.	On track to meet this target		
Academic Growth Gaps	Median Student Growth Percentile	R	Exceeded in all areas.	On track to meet this target		
		M	Students with disabilities and students needing to catch up will make adequate growth in math by Spring 2011.	Students with disabilities and students needing to catch up will continue to make adequate growth through the 2011-2012 school year.	MAPS math, Unit Assessments, Student Work	<ul style="list-style-type: none"> • New school wide schedule • Staff training about IEPs and the modification/ accommodation process • Cross-training for interventionists
		W	Exceeded in all areas.	On track to meet this target		
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: New school wide schedule

Root Cause(s) Addressed:

- Incomplete Instructional opportunities; students with disabilities and students needing to catch up need additional support to close the achievement gap beyond what they are currently receiving.
- Intervention that supplants, rather than supplements tier 1 instruction.
- Incomplete instructional opportunities for advanced students

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 new school schedule provides common planning time for 1 st , 2 nd and 3 rd grade teachers. It also allows for common reading and math instruction for most grade levels. This change has created significantly increased efficiency of paraprofessional use, increased PLC opportunities and targeted intervention opportunities for language arts and math at all grade levels.	Currently implementing	All Staff Intervention/Assessment Coordinator - scheduling	Current staffing essential.	Increases in Math and Reading scores (MAPS, DRA2, STAR)
With this change, the GT paraprofessional is able to work with all 4 th and 5 th grade advanced math students (5 th grade daily), providing differentiated instruction that moves at a faster pace and provides many opportunities for higher order thinking.	Currently implementing	GT Paraprofessional 2 nd – 5 th grade teachers	Current staffing	MAPS math, unit assessments, student work

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

Major Improvement Strategy #2: -Staff training about IEPs and the modification/accommodation process

Root Cause(s) Addressed:

- Incomplete Instructional opportunities; students with disabilities and students needing to catch up need additional support to close the achievement gap beyond what they are currently receiving.
- Inadequate understanding of IEP accommodations and modifications.
- Intervention that supplants, rather than supplements tier 1 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
PLC meetings will occur monthly with classroom teachers and the Resource teacher. IEP goals and objectives will be reviewed and discussed, and teachers will be accountable for the accommodations and/or modifications that are ongoing in the classroom.	Currently implementing	Resource teacher Classroom teachers	50% Resource Teacher	Increased score on MAPS math (mid-year)

Major Improvement Strategy #3: -- Cross training for interventionists

Root Cause(s) Addressed:

- Incomplete Instructional opportunities; students with disabilities and students needing to catch up need additional support to close the achievement gap beyond what they are currently receiving.
- Intervention that supplants, rather than supplements tier 1 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
Paraprofessionals and Tutors that once only served as literacy coaches are now trained to provide remediation for math students as well. These professionals collaborate regularly with classroom teachers to ensure that they are providing instruction that supplements the tier 1 instruction students get in the classroom. Students are pulled out to work on specific skills, and then rejoin the tier 1 instruction that is happening in the classroom, so that instruction is not supplanted. However, specific skill deficits are remediated and the whole classroom benefits.	Currently implementing	Paraprofessionals Tutors Intervention/Assessment Coordinator – trainer Classroom teachers	Current staffing, math vocabulary-building resources, training in Stand-Out math, resources for converting word problems into algorithmic format, release time for teachers to have data conversations with students. Funding through GT-designated funds and school-based grants.	Increased score on MAPS math (mid-year)

Major Improvement Strategy #4: -Mid-year universal screening in math to check for adequate growth

Root Cause(s) Addressed:

- Incomplete Instructional opportunities; students with disabilities and students needing to catch up need additional support to close the achievement gap beyond what they are currently receiving.
- Intervention that supplants, rather than supplements tier 1 instruction.
- Incomplete instructional opportunities for advanced students

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Change the frequency of universal screening assessments in order to determine the effectiveness of Traut's instruction and interventions. Rather than testing only at the beginning and end of the year, Traut will implement universal screening mid-year for reading and math this year. This will allow examination of the effectiveness of instruction, and provide opportunity for change if needed.	1 st Assessment - August 2010 2 nd Assessment - January 2011 3 rd Assessment - May 2011	<ul style="list-style-type: none"> • Intervention/Assessment Coordinator • Intervention Team 	No additional resources are necessary. Current staffing essential.	Mid-year MAPS results will help inform Traut's progress. In addition, for better interim data, Traut will use MBSP probes as well for progress monitoring for the lowest students in math.

Major Improvement Strategy #5: Change G/T math delivery

Root Cause(s) Addressed:

- Incomplete instructional opportunities for advanced students

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
Traut has changed GT math delivery. Formerly, students met with a GT teacher twice a week to work on enrichment activities. Now 4 th and 5 th grade Advanced math students are all taught by one paraprofessional who uses curriculum-based assessments for progress monitoring in that group. These students receive advanced level instruction daily.	Began in 2009 Continues for 2010-2011 school year	Math Paraprofessional Intervention/Assessment Coordinator	Math paraprofessional. Current staffing essential.	Traut will use a mid-year MAPS math assessment to determine student growth. Analysis of the data received will provide information about where to target additional instruction for Traut's advanced learners in math.
Rather than focusing only on enrichment activities, Advanced math students will work at an accelerated pace, working on beyond level skills and problem solving. They will not focus on isolated, higher order thinking activities. They will instead work to gain new knowledge and make adequate growth throughout the year.	Currently implementing	Math Paraprofessional Intervention/Assessment Coordinator	Math paraprofessional. Current staffing essential.	Traut will use a mid-year MAPS math assessment to determine student growth. Analysis of the data received will provide information about where to target additional instruction for Traut's advanced learners in math.
Traut will provide release time for the Advanced Math paraprofessional to share assessment data directly with the students and set goals with them. This paraprofessional will also have the opportunity to visit Kinard, Traut's feeder middle school, to see what can be done to make the transition between Traut's Harcourt curriculum and <i>Math 2 XL</i> easier and more effective.	Currently implementing	Math Paraprofessional Intervention/Assessment Coordinator	Math paraprofessional. Current staffing essential.	Written goals for Advanced math students Completion of meeting at Kinard