Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 0520   School Name: BARNUM ELEMENTARY SCHOOL   SPF Year: 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 2012-13. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % Proficient and Advanced (%P+A) in reading, writing, math and science **Expectation:** %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	50.24%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	57.97%	-	-	
		W	53.52%	-	-	39.61%	-	-	
		S	47.53%	-	-	20%	-	-	
Academic Growth	Median Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. **Expectation:** If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	52	-	-	50	-	-	
		M	59	-	-	53	-	-	
		W	59	-	-	48	-	-	
		ELP	-	-	-	33	-	-	

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Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	**Median Growth Percentile** **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	**Graduation Rate** **Expectation:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate **Expectation:** At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate **Expectation:** At or below state average overall.	-	-	-	
	Mean Colorado ACT Composite Score **Expectation:** At or above state average.	-	-	-	

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Accountability Status and Requirements for Improvement Plan

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool for public viewing at www.schoolview.org

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment			
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	2009/2010
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.	Karen Benner 2010
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply): ☐ State Accreditation ☒ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP) ☐ Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Myrella Goff Principal
	Email	Myrella_Goff@dpsk12.org
	Phone	720-424-9591
	Mailing Address	85 Hooker, Denver, CO…80219
2	Name and Title	Tresa Wilson
	Email	Tresa_Wilson@dpsk12.org
	Phone	720-424-9596
	Mailing Address	85 Hooker, Denver, CO ..80219

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Section III: Narrative on Data Analysis and Root Cause Identification

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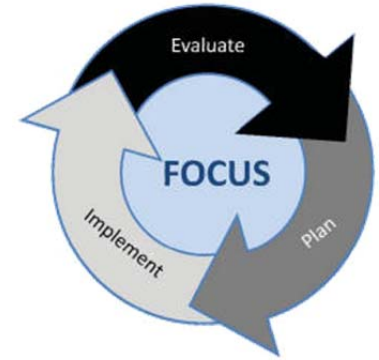
Data Narrative for School

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

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Narrative:

Mission: Barnum is about bringing out the best in children and building upon the diversity of attributes and skills they bring to their formal educational experience, beginning in ECE through 5th grade. We at Barnum are on a path to excellence.

Our staff is committed to setting high expectations for students, parents, and staff. Our goal is to increase student performance and insure implementation of the Denver Plan. A funneled focused is identifying best practices essential for academic performance and second language acquisition of ELL students (67%). Parents from our community are integral in their triumphs. Their attendance and participation in our parent meetings, parent workshops (three - four per year), student programs/celebrations, daily lunch, and volunteer services contribute to solidifying the partnership and bond between home and school.

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Root Cause Analysis

In January 2010 the entire staff (certified and classified staff) as well as, parents were interviewed to identify areas that we could address in order to improve our instructional program development and delivery. All certified staff met on a couple of evenings in February and all day on Saturday in May to decide priorities and begin the process of developing our Unified Improvement Plan. In collaboration with the School Support Team (SST) our staff identified the areas we are to focus on:

Creating a Sense of urgency for higher levels for Achievement through high expectations

Learning Communities: Collaborative Work

Meet Instructional and Learning Needs Effectively

Establish strong links between families and students for academic achievement

The staff examined different data to determine our trends, priority needs, and root causes. First we looked at CSAP data for the past three years. The staff was put in groups for reading, writing, and math. The staff charted the significant trends and priority needs for each subject area. The staff determined our reading scores are higher that our writing scores but we need to focus on both areas for the 2011/2012 school year. Math is Barnum's strongest subject area. More students score advance, (%) in math than reading and writing. Data shows that a cohort of students doubled their scores from one year to another however we need to accelerate the pace of demonstrated student performance in order to narrow our achievement gap. We have inconsistent performance from year to year in reading and writing.

Our analysis of cumulative data determined that writing is our priority need. Inconsistent writing instruction/expectation across all grade levels needs to be in place along with use of rubric to assess student writing. In addition, lack of rigorous intentional instruction to assist students in analyzing and responding appropriately to prompts.

In the fall of 2013 the entire staff came back and went through the process of looking at our data, writing trend statements, priority performance challenges, and verifying our root causes. The school met targets in reading, writing, and math, but still is not meeting state expectation in academic achievement. As for our academic growth the school is approaching the state expectations. Our math score tend to be higher but are still below state expectation and as a school will focus on our math and science achievement as well.

Verification of Root Causes

As a staff we engaged in homogeneous small group discussion and identified practices that contributed to root causes. We charted our findings based on our data analysis. Looking at our data, our proficient and above students consistently score higher on CSAP Reading than CSAP Writing. Also our growth percentile has been inconsistent for the past three years. We will continue to generate and progress monitor our root causes using the Data Inquiry process.

CSAP/TCAP Trends for the past five years Proficient & Above

Writing	Reading	Math
2009 3rd 14%	**2009** 3rd 28%	**2009** 3rd 22%
4th 12%	4th 17%	4th 29%
5th 34%	5th 42%	5th 50%
Overall 21%	**Overall** 30%	**Overall** 34%

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2010	3rd 13%	2010	3rd 24%	2010	3rd 18%
	4th 9%		4th 22%		4th 43%
	5th 23%		5th 35%		5th 35%
Overall	16%	Overall	27%	Overall	32%

2011	3rd 18%	2011	3rd 50%	2011	3rd 52%
	4th 15%		4th 22%		4 33%
	5th 19%		5th 24%		5 42%
Overall	18%	Overall	31%	Overall	42%

2012	3rd 30%	2012	3rd 52%	2012	3rd 55%
	4th 27%		4th 37%		4th 46%
	5th 32%		5th 28%		5th 32%
Overall	30%	Overall	40%	Overall	46%

2013	3rd 46%	2013	3rd 52%	2013	3rd 66%
	4th 33%		4th 43%		4th 56%
	5th 32%		5th 51%		5th 51%
Overall	39%	Overall	50%	Overall	58%

Our students exceed the state growth percentile in Math and Reading but did not for writing in 2010. In 2009 we exceed the state in all three areas. For 2011 we went down in Reading and up in writing. As a school we will focus on both Reading and Writing. We fluctuate in our median growth year to year in fourth and fifth grades.   In 2012 we continue to fluctuate in our median growth. For 2012 we increased in reading and writing but decreased in Math continuing the trend of increasing then decreasing.

Median Growth Percentile

Writing	4th Grade	5th Grade

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2009 58   2010 48   2011 51   2012 59   2013 48   2009 41   2010 49   2011 52   2012 55   2013 47   2009 70   2010 48   2011 51.5   2012 68   2013 54

Reading

2009 54   2010 56   2011 45   2012 57   2013 50   2009 48.5   2010 31   2011 46   2012 51   2013 39.5   2009 57   2010 63.5   2011 40.5   2012 64   2013 68

Math

2009 52   2010 61   2011 62   2012 42   2013 53   2009 54   2010 49   2011 64   2012 37   2013 50   2009 50   2010 75.5   2011 58   2012 55   2013 58

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading scores for Proficient & Advance will increase from 41 % in 2012 to 46% in 2013	Reading scores for Proficient & Advance was 46% in 2013. The target was met	The pervious target in reading status was met because the school focused on guided reading, teacher-student conferences, grade level planning, targeted support for struggling readers, and professional development in Literacy for teachers.
	Writing scores for Proficient &Advance will increase from 34% in 2012 to 39% in 2013	Writing scores for Proficient & Advance was 39% in 2013. The target was met	
Academic Growth	Reading Median Growth Percentile will increase from 57 in 2012 to 62 in 2013	Median Growth Percentile in Reading was 50. The target was not met.	The pervious target in writing status was met because the school was consistent in implementing Readers and Writers Workshop; Write from the Beginning, vertical planning, looking at student work samples with grade level rubrics, and setting smart goals.
	Writing Median Growth Percentile will increase from 59 percentile in 2012 to 64 in 2013	Median Growth Percentile in Writing was 48. The target was not met.	
Academic Growth Gaps	N/A	N/A	Our targets for Academic growth were not met even though we focused on our Readers and Writers Workshop. We plan to look at our data weekly verses every other week to make sure we know our students are growing.
Postsecondary & Workforce Readiness	N/A	N/A	

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Worksheet #2: Data Analysis

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

| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Overall Performance in TCAP **TCAP status** — Reading — Math — Writing — Science 	Year	Reading	Math	Writing	Science
2009	31%	34%	25%	14%
2010	28%	32%	16%	12%
2011	30%	42%	19%	6%
2012	41%	46%	34%	5%
2013	50%	58%	39%	19% | The percent of students at Barnum Elementary School who scored proficient or advanced on Reading TCAP/CSAP increased from 30% to 50% between 2011-2013 which is a 20% increase overall but still below state expectation of 71%. The percent of students at Barnum Elementary School who scored proficient or advanced on Mathematics TCAP/CSAP increased from 34% to 58% between 2009-2013 which is below state expectation of 70%.	Overall 3rd- 5th grade students have shown steady increase in CSAP/TCAP Reading from 31% to 50% however this is below the state expectation of 71%. Overall the CSAP/TCAP Writing scores increased in 2011 to 2013 with 3rd grade from 23% to 54%, 4th grade from 15% to 32% and 5th grade from 19% to 32% which is still below the state expectation of 53%.	• Lack of rigorous intentional instruc • Inconsistent standards based instr expectations • Inconsistent use of formative asse plan and progress monitor

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The percent of students at Barnum Elementary School who scored proficient or advanced on Writing TCAP/CSAP increased from 25% to 39% between 2009 and 2013 which is below state expectation of 53%.

The percent of students at Barnum Elementary School who scored proficient or advanced on Science TCAP/CSAP increased from 14% to 19% between 2009 and 2013 which is significantly below state expectations 47%.

Grade Level Performance on TCAP Reading
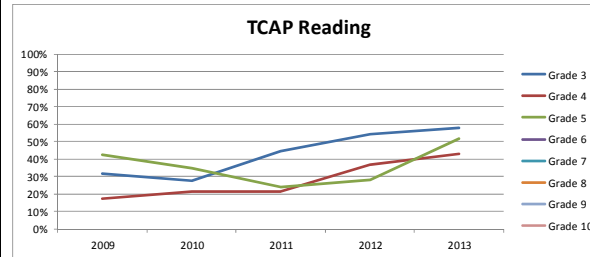
TCAP Reading

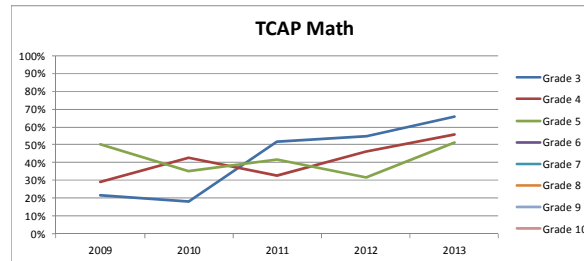|	Grade 3	Grade 4	Grade 5
2009	32%	17%	43%
2010	27%	21%	35%
2011	45%	22%	24%
2012	52%	37%	28%
2013	52%	43%	51%

.
The percentage of 3rd grade students proficient and advance on CSAP/TCAP Reading increased from 32% to 52% between 2009 and 2013 overall with a trend upward, which is still below the state expectation of 71%.

The percentage of 4th grade students' proficient and

advance on CSAP/TCAP Reading increased from 17% to 43% between 2009 and 2013 overall is a slight trend upwards, which is below the state expectation of 71%.

The percentage of 5th grade students proficient and advance on CSAP/TCAP Reading decreased between 2009 and 2011 by 21%, Between 2011 and 2013 scores increased by 27%. The trend for 5th grade scores keep decreasing and increasing which are below the state expectation of 71%.

Grade Level Performance on TCAP Math

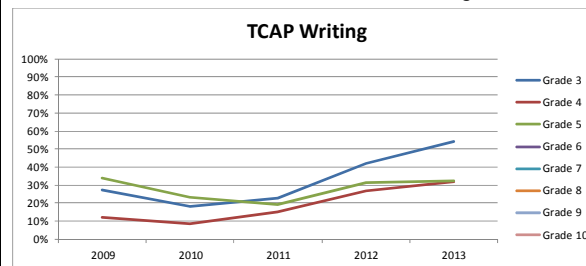|	Grade 3	Grade 4	Grade 5
2009	22%	29%	50%
2010	18%	43%	35%
2011	52%	33%	42%
2012	55%	46%	32%
2013	66%	56%	51%

The percentage of 3rd grade student proficient and advance on Math CSAP/TCAP increase from 18% to

66% between 2010 and 2013 with an overall trend upward which is below the state expectation of 70%.

The percentage of 4th grade students proficient and advance between 2008 and 2009 on Math CSAP decreased by 11%, then between 2009 and 2010 increased by 14% and then decreased by 11% in 2011 and then increased by 23% on TCAP in 2012 and 2013 to 56% which is below state expectation of 70%.

The percentage of 5th grade students proficient and advance between 2008 to 2009 on Math CSAP increased by 10%, then decrease by 15% between 2009 to 2010, and increased by 7% in 2010 to 2011. On the Math TCAP the students decreased by 10% to 32% and then increased by 21% to 51% in 2013 which is below the state expectation of 70%

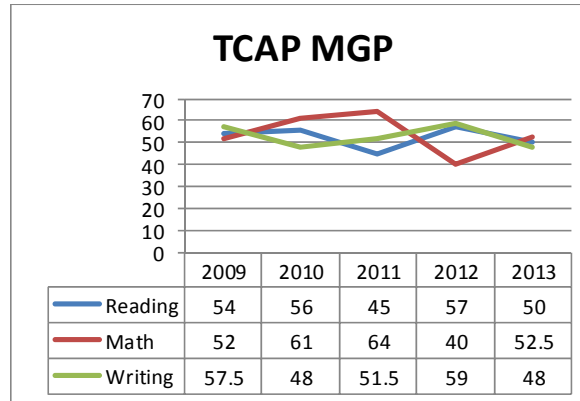Grade Level Performance on TCAP Writing

TCAP Writing

	Grade 3	Grade 4	Grade 5
2009	27%	12%	34%
2010	18%	9%	23%

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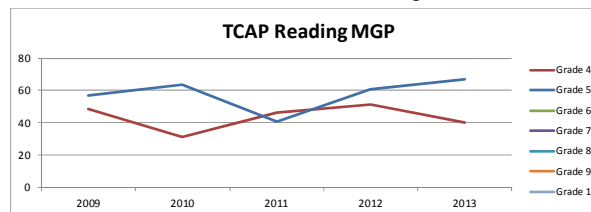| 2011 | 23% | 15% | 19% |
| 2012 | 42% | 27% | 32% |
| 2013 | 54% | 32% | 32% |

Overall the CSAP/TCAP Writing scores increased in 2011 to 2013 with 3rd grade from 23% to 54%, 4th grade going from 15% to 32% and 5th going from 19% to 32% which is still below state expectation of 53%.

Academic Growth

Overall TCAP MGP

TCAP MGP

	2009	2010	2011	2012	2013
Reading	54	56	45	57	50
Math	52	61	64	40	52.5
Writing	57.5	48	51.5	59	48

Grade Level TCAP Reading MGP

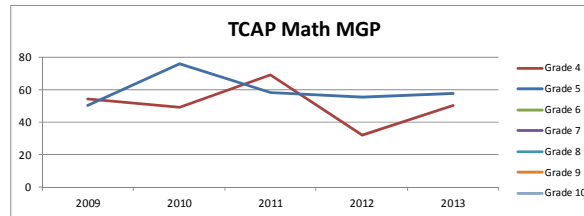**TCAP Reading MGP**

- Lack of rigorous intentional instruc
- Inconsistent standards based instr expectations
- Inconsistent use of formative asse plan and progress monitor

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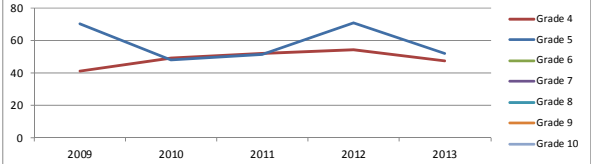
	Grade 4	Grade 5
2009	48.5	57
2010	31	63.5
2011	46	40.5
2012	51	60.5
2013	40	67

Grade Level TCAP Math MGP

TCAP Math MGP

	Grade 4	Grade 5
2009	54	50
2010	49	75.5
2011	69	58
2012	32	55
2013	50	57.5

Grade Level TCAP Writing MGP

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TCAP Writing MGP

	Grade 4	Grade 5
2009	41	70
2010	49	48
2011	52	51.5
2012	54	70.5
2013	47	52

Academic Growth Gaps

Postsecondary & Workforce Readiness

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Section IV: Action Plan(s)

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

School Target Setting Form
Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

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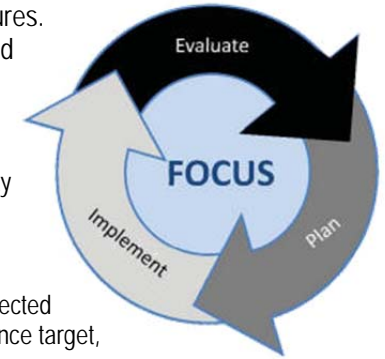
Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
				2013-14	2014-15		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Overall 3rd- 5th grade students have shown steady increase in CSAP/TCAP Reading from 31% to 50% however this is below the state expectation of 71%.	Reading scores for P&A will increase from 50% in 2013 to 56% in 2014	Reading scores for P&A will increase from 56% in 2014 to61 % in 2015.	STAR Assessments given 4 times in the year(Sept, Oct, Dec, Apr,) DRA2 progress monitoring 3 times per year (Sept., Jan., and April)	Focus on best practices and implementing effective and consistent Reader's and Writer's Workshop model. Data Inquiry cycle weekly to support staff in using data to make instructional decisions
		M		Math scores for P&A will increase from 57% in 2013to 63% in 2014	Math scores for P&A will increase from 63% in 2014 to 69% in 2015	Interim Assessment given 3 times in the year(Oct, Dec Apr,)	Data Inquiry cycle weekly to support staff in using data to make instructional decisions
		W	Overall the CSAP/TCAP Writing scores increased in 2011 to 2013 with 3rd grade from 23% to 54%, 4th grade from 15% to 32% and 5th grade from 19% to 32% which is still below the state expectation of 53%.	Writing scores for P&A will increase from 39% in 2013 to 44 % in 2014	Writing scores for P&A will increase from 44% in 2014 to 50% in 2015.	Interim Assessment given 3 times in the year(Oct, Dec Apr,) Assessing student work with grade level rubrics and setting goals in writing.	Focus on best practices and implementing effective and consistent Reader's and Writer's Workshop model. Data Inquiry cycle weekly to support staff in using data to make instructional decisions
		S		Science scores for P&A will increase from 20% in 2013 to 30% in 2014	Science scores for P&A will increase from 30% in 2014 to 35% in 2015.	Assessing student work and setting goals in science	Data Inquiry cycle weekly to support staff in using data to make instructional decisions
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R					
		M					
		W					
		ELP					

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Academic Growth Gaps	Median Growth Percentile	R	N/A				
		M	N/A				
		W	N/A				
Postsecondary & Workforce Readiness	Graduation Rate		N/A				
	Disaggregated Grad Rate		N/A				
	Dropout Rate		N/A				
	Mean CO ACT		N/A				

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Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: __: Focus on best practices and implementing effective and consistent Reader's and Writer's Workshop model

- **Root Cause(s) Addressed:**
- Lack of rigorous intentional instruction
- Inconsistent standards based instruction and expectations
- Inconsistent use of formative assessments to analyze, plan and progress monitor

_____

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

☐ State Accreditation ☒ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)
☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Implement Write from the Beginning Program K-5th Implement effective writing instruction by utilizing a consistent resource K-5 Review Writer's Workshop components • Mini lesson • Shared writing • Guided writing • Independent writing • Conferencing/Revising Sharing/Closure	Fall 2013-Spring 2014	Fall 2014-Spring 2015	All Staff, Certified /Administration	Manuals-136.00 per new teachers, Write From the Beginning General fund Next step in Guided Reading K-8	Grade level bulletin boards that display proficient writing every month as evidenced and by admin walk throughs monthly.	In Progress
We will assess progress on writing based on student writing	Fall 2013-Spring 2014	Fall 2014-Spring 2015	Classroom teachers, Special Ed		Analyze student work with the interventionist/classroom teachers/admin every work	In Progress

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			teachers and interventionists			
					Data teams meet every week to analyze student work in literacy	
Teacher Leader Literacy Professional Development, Guided Reading Review the Reader's Workshop components and look fors • Mini lesson • Shared Reading • Guided Reading • Independent Reading • Conferences • Closure	Fall 2013-Spring 2014	Fall 2014-Spring 2015	All Staff, Certified /Administration	Next step in Guided Reading K-8 book, 28.99 Okapi Guided Reading Books	Monitor instruction using Best Practices in Reading Workshop aligned to Framework three times per year.	In Progress
All K-5 grade staff will participate in path to proficiency for English Language Learners	Spring 2014	Fall 2014-Spring 2015	All certified staff, TEC, and Administration	$3, 000 training cost Teacher manual 135.00 each	Monitor students writing and monitor usage and student acquisition of thinking maps	Not Begun

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

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Major Improvement Strategy #2: Improve Data inquiry cycle to support staff in using data to make instructional decisions _____

Root Cause(s) Addressed: Inconsistent use of formative assessments to analyze, plan and progress monitor
_____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
 ☐ State Accreditation ☒ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)
 ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Grade level teams meet weekly to analyze student work and assessments, develop an action plan, monitor progress, & reflect on effectiveness of instructional strategies.	Fall 2013 -Spring 2014	Fall 2014-Spring2015	All Staff, Certified /Administration, Teacher Effectiveness Coach(TEC), Teacher Leaders(TLA)	Backwards Design book- $20.00 Online Tool Kit with scope and sequence Data Inquiry cycle	Weekly data Inquiry cycles will be completed during the school year with a focus on literacy

Grade level binders containing evidence of data inquiry cycle, work will be reviewed at the end of each cycle

Teachers will self-evaluate three times a year using a data team rubric | In progress |
| Staff will analyze student work and assessments through vertical and horizontal teams
Grade level teams meet monthly to collaboratively plan and analyze data | Fall 2013-Spring 2014 | Fall 2014-Spring2015 | All Staff, Certified /Administration, Teacher Effectiveness Coach(TEC) Teacher | All Staff, Certified /Administration, Teacher Effectiveness Coach(TEC) Teacher Leaders(TLA) | Teacher document their unit plans and data analysis | In progress |

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			Leaders(TLA)			
Increase collaborative planning each month, Every other Mondays primary grades will collaborative plan while intermediate focus PD then the following week Intermediate grades will collaborative plan while primary grades focus on PD.	Jan-Spring 2014	Fall 2014-Spring2015	All Staff, Certified /Administration, Teacher Effectiveness Coach(TEC) Teacher Leaders(TLA	Student work, teacher planning materials, and Data	Grade level teams submit PLC log documenting work monthly	Begin in January

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

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Major Improvement Strategy #3: _____   Root Cause(s) Addressed: _____

_____

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program (CGP)

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				

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

Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)

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