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Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2125 School Name: DENVER GREEN SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. 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 as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	71.65%	71.43%	-	63.83%	65.67%	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	-	76.6%	38.81%	-	
		W	53.52%	57.77%	-	51.06%	43.28%	-	
		S	47.53%	48%	-	-	-	-	
Academic Growth	Median Student Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency **Expectation:** If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	46	-	-	69	-	
		M	-	77	-	-	57	-	
		W	-	67	-	-	68	-	
		ELP	-	-	-	-	-	-	

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	**Median Student Growth Percentile** **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	**Graduation Rate** **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate	-	Overall Rating for Post Secondary Readiness: -
			- using a - year grad rate		
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your school's performance frameworks 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 English Language Learners.	-	
	Dropout Rate **Expectation:** At or below State average overall.	-	-	-	
	Mean ACT Composite Score **Expectation:** At or above State average	-	-	-	

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Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, 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, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp. Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
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 has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

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	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Walton Family Foundation grant 300,000 for startup schools received in 2010. Office of School Reform and Innovation grant for startup schools. 650,000 awarded in 2009.
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):

X State Accountability ☐ Title IA (Targeted Assistance or Schoolwide) ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG)

☐ Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant ☐ Other: _____

	School Contact Information (Additional contacts may be added, if needed)	
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	Email	Mimi_Diaz@dpsk12.org
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	Mailing Address	6700 E. Virginia Ave, Denver, Co 80224

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 Unified Improvement Planning Handbook.
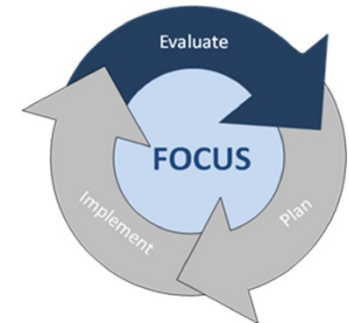
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	68% Proficient or advanced in reading.	Elementary 63.83% proficient and advanced in reading. Middle school 65.67 proficient and advanced in reading. Target short by (-4.17%) in elementary school and (-.3.43%) in middle school. Target short by (-3.8%) overall.	Reading growth showed current programs working.
	57% Proficient or advanced in math	Elementary 76.6% proficient and advanced in math. Middle school 38.81% proficient and advanced in math. Target exceeded by 19.4% in elementary. Target not met by (-19.19%) in middle school. Target met overall by .11%.	Math proficiency in the elementary school was boosted by IXL online program. Math teachers at the elementary level used progress monitoring notebooks for each student. Middle school students did not meet targets due to lack of progress monitoring, formative assessments and targeted intervention courses.
Academic Growth	Median Growth Percentile in reading: 65	Middle school growth percentile: 69. No elementary growth percentile due to only having 3rd grade and no previous data.	Reading growth percentile exceeded due to

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Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	Median Growth Percentile in math: 65	Middle school growth percentile: 57. No elementary growth percentile due to only having 3rd grade and no previous data.	student progress monitoring and goal setting.
Academic Growth Gaps	N/A-Reading	Catch up growth for reading: 50% Keep up growth for reading: 93.94%	Math growth percentile was short due to a lack of adequate formative assessments and progress monitoring by students and teachers.
	N/A-Math	Catch up growth for math: 13.89% Keep up growth: 74.07	Math catch up and keep up was not met due to a lack of intervention classes and student progress monitoring. 6th grade females dropped 22%
Post Secondary 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)	TCAP Math 2011: (6th grade only)
	  Overall math: U: 18% PP:33% P:36% A: 13%
	TCAP Math 2012: (3rd, 6th and 7th grade)
	  Overall Math: U: 19% PP: 28% P: 34% A: 18%
	  3rd grade Math: U: 4% PP:22% P:44% A:30%
	  6th grade Math: U: 26% PP:26% P:36% A:10%
	  7th grade Math: U: 31% PP:38% P: 19% A:12%
	Clearly, the trend for middle school indicates that students who are unsat and partially proficient are dropping instructional and proficiency levels.
		Middle School Math is below state and federal expectations for proficiency.
		Federal and State level: 52.48%
		DGS level: 38.81%
			1. Lack of targeted interventions in math.
			
			2. Lack of Systems that support students parents and teachers.

	TCAP Writing 2011: (6th grade only)
	  Overall writing: U: 3% PP:59% P:36 A: 3%
	TCAP Writing 2012: (3rd, 6th and 7th grade)
	  Overall writing: U: 4% PP: 52% P: 37% A:6%
	  3rd grade writing: U: 6% PP: 46% P: 36% A:12%
	  6th grade writing: U: 3% PP:51% P: 41% A: 3%
	  7th grade writing: U: 2% PP:60% P: 36% A: 2%
	Overall these scores indicate the largest area for need is moving partially proficient students to proficient.
		Writing federal and state expectations are 53.52% proficiency in elementary and 57.77% in middle school.
		
		DGS is at 51.06% in elementary and 43.28% in middle
			3. Inconsistent school-wide writing program including mechanics, grammar, formative and summative assessment.
			
			4. Alignment and expectations for student work at every grade level. (rubrics, performance criteria, exemplars)

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		School.	
	TCAP Reading 2011: (6th grade only) 6th U:15% PP:26% P:56% A:3% TCAP Reading 2012: (3rd, 6th and 7th grade) 3rd U: 6% PP:31% P:45% A:18 6th U: 5% PP: 23% P:67% A:3% 7th U:19% PP:21% P:60% A:0%	Meet state expectations in elementary. (71.65%) DGS is at 63%. Meet state expectations in middle school. (71.43%) DGS is at : 65.67%	This area is not a focus for this UIP.
Academic Growth	Math Growth Percentile	Students currently have a 57 growth percentile state expectations are 65 in middle school	Lack of targeted interventions in math. Repetition of skills. Systems for students, parents and teachers to progress monitor.
Academic Growth Gaps	TCAP Reading 2012 6th Black not Hispanic +21% Hispanic +4% Exited Ell's +25% FRL: +29% Sped: -11% (Students—9 up from 3)	6th grade sped student lack of growth.	Lack of differentiated instruction

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Writing 2012 6th Black not Hispanic +22% Hispanic (-16%) students from 15 to 9 Multiple races (-67) students up from 2 to 3 ELL's 0% Exited Ell's +25% FRL: +16% Sped: +23%	Hispanic and multiple race students maintaining pace	Inconsistent school-wide writing program including mechanics, grammar, formative and summative assessment. The ability of students, parents and teachers to progress monitor. Alignment and expectations for student work at every grade level. (rubrics, performance criteria, exemplars)
	TCAP Math 2012 6th Black not Hispanic -2% Hispanic -18% Multiple races -67% Exited Ell's -25% FRL: -8% Sped: +56% Male: +19% Female: -22%	SPED in Math? Female help in math. White students up in math. Minority students dropping	Lack of targeted interventions in math. Repetition of skills. The ability of students, parents and teachers to progress monitor.
Post Secondary & Workforce Readiness			

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

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 document any areas where the school did not 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 indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends 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 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all 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. |

Narrative:

The Denver Green School is a Denver Public School with innovation status through the Colorado Department of Education. The following is a description of the school's demographics.

339 enrolled

58.1% FRL

51.3 minority combined

18.9% ELL's

11.8 % SPED

UIP Development:

School Partners (Leadership team) analyzed classroom, SPF and TCAP data, and identified root causes and created goals and strategies for 2012-2013 school year. Lead partners worked on crafting the final UIP and then took it to the partners to ratify.

Current Performance, Trend Analysis,:

The SPF indicates we did not meet state/federal expectations for status in the areas of reading, writing in elementary school and reading, writing and math in middle school.

There is no previous data available for elementary reading, writing and math. (3rd grade only grade that took the test)

We missed the state target in reading by 4% at both the elementary and middle school levels. Due to our schools overall size this is a cohort of a small number of students that we will be monitoring this year.

We missed the state target in writing by 2% of students in elementary and 14% in middle school. Overall these scores indicate the largest area for need is moving partially proficient students to proficient. This is a great leverage area for the Denver Green School

We exceeded the state target in math at the elementary level by 19.4% and missed the state math target in middle school by 19%. The trend for middle school students indicates that students who were proficient and partially proficient are dropping instructional and proficiency levels.

Priority Performance Challenges and Root Cause Analysis:

Middle School Math is below state and federal expectations for proficiency. Federal and State level: 52.48% DGS level: 38.81%. Root cause is differentiated instruction, lack of effective systems for parents, students and teachers, identification of individual student targets, formative assessment alignment with state standards, student accountability,

(goals and progress monitoring) targeted interventions in math.

Writing federal and state expectations are 53.52 % proficient in elementary and 57.77% in middle school. DGS is at 51.06% in elementary and 43.28% in middle. Root cause is inconsistent school wide writing program including mechanics, grammar, formative and summative assessments, school wide aligned rubrics.

Female math students dropped 22% in proficiency in middle school math while male math students increased by 19% in the same group. Root cause is a lack of math differentiation, student and teachers tracking progress, student data notebooks and Friday conferencing with teachers.

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Section IV: Action Plan(s)

This section addresses the "plan" portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will 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 – in each area where a priority performance challenge was identified; 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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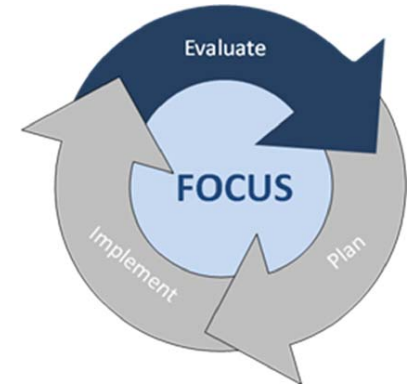
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Reach state expectations of 71.65% in elementary and 71.43% in middle	70% proficient and advanced in both elementary and middle	75% proficient and advanced in both elementary and middle	Tri-weekly Wednesday meeting notes	Wednesday afterschool professional development time. Peer Coaching
		M	Reach state expectations of 52.48% Maintain 76.6% in 3rd and 4th grade	48% proficient and advanced in middle school	54% proficient and advanced in middle school	Video review each 6 weeks Binder check in Math progress monitoring each 6 weeks	Wednesday afterschool professional development time. Peer Coaching Student data binders Aimsweb math
		W	Reach state expectations of 53.52% in elementary Reach 57.77% in middle school	61% proficient and advanced in elementary and 53% in middle school	67% proficient and advanced in elementary and 59% in middle school	Video review each 6 weeks Wednesday meeting templates School wide mechanics program School wide rubrics alignment	Wednesday afterschool professional development time. Peer Coaching
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M	Average a 77 growth percentile in middle school math	Maintain a growth percentile of 65	68 increase in growth percentile	Weekly conferencing 6-week data review and revision 6 week assessment of tier 1,2 and 3 interventions	Student data notebooks Friday conferencing with teachers Goal sheets-Progress monitoring
		W					

		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M	Females maintaining growth at same level as males.	Maintain a growth percentile of 65	68 increase in growth percentile	Weekly conferencing 6-week data review and revision 6 week assessment of tier 1,2 and 3 interventions	Student data notebooks Friday conferencing with teachers Goal sheets-Progress monitoring
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 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. 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: _____PD Structures_____   **Root Cause(s) Addressed:** _Professional development, peer coaching___
_____

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

   X School Plan under State Accountability   ☐ Title I Schoolwide or Targeted Assistance plan requirements   ☐ Title I Focus School Plan requirements
   ☐ Application for a Tiered Intervention Grant (TIG)   ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Wednesday afterschool professional development time.	All year	Craig Harrer Mimi Diaz Jose Piza Sarah Tucker	PPR	Tri-weekly Wednesday meeting notes	On going
Implementation of writing committee to plan professional development around school wide writing expectations.	All year	Jose Piza Sara Romito Sarah Tucker Mimi Diaz	PPR	Wednesday meeting templates School wide mechanics program School wide rubrics alignment Develop teacher cohorts for training and coaching for Teachers College writing program	On going
Peer Coaching	All Year	All Staff	PPR	Video review each 6 weeks	On going

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

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Major Improvement Strategy #2: _____Middle school math progress monitoring notebooks and conference time_____

Root Cause(s) Addressed: _____Lack of individualized student goal setting, student accountability_____

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

    X School Plan under State Accountability   ☐ Title I Schoolwide or Targeted Assistance Plan requirements   ☐ Title I Focus School Plan requirements

    ☐ Application for a Tiered Intervention Grant (TIG)   ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Student data notebooks	All year	Teachers Students	PPR	October binder and data notebook review Friday conferences with teacher	In Progress
Friday conferencing with teachers	All year	Teachers Students	PPR	Teacher feedback and review on Fridays	In progress
Goal sheets-Progress monitoring	All year	Teachers Students	PPR	Student data notebooks with current goal sheets by Oct Friday review with teachers	In Progress

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Major Improvement Strategy #3: ___Individual intervention plans for female students_____   **Root Cause(s) Addressed:** ___ Lack of math interventions, student and teachers tracking progress, lack of formative assessment.

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

X School Plan under State Accountability   ☐ Title I Schoolwide or Targeted Assistance plan requirements   ☐ Title I Focus School Plan requirements

☐ Application for a Tiered Intervention Grant (TIG)   Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Intervention forms with smart goals written for each student	All year	Travis Balch Michael Logan Allen Potter Craig Harrer	PPR	Weekly conferencing 6-week data review and revision	In progress
Math progress monitoring with Aimsweb	All year	Travis Balch Michael Logan Allen Potter Craig Harrer	PPR	6 week assessment of tier 1,2 and 3 interventions	In progress

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:
- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)