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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2174 School Name: DENISON MONTESSORI 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%	-	-	62.66%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	48.73%	-	-	
		W	53.52%	-	-	49.37%	-	-	
		S	47.53%	-	-	41.67%	-	-	
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: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	34	-	-	66	-	-	
		M	68	-	-	53	-	-	
		W	49	-	-	68	-	-	
		ELP	44	-	-	50	-	-	

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 - using a - year grad rate	-	Overall Rating for Post Secondary Readiness: -
	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?	Reading Plus March 2012
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)	
1	Name and Title	Kathryn Mattis, Principal
	Email	kathryn_mattis@dpsk12.org
	Phone	303-424-8080
	Mailing Address	1821 S. Yates Street, Denver, CO 80219
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. 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.
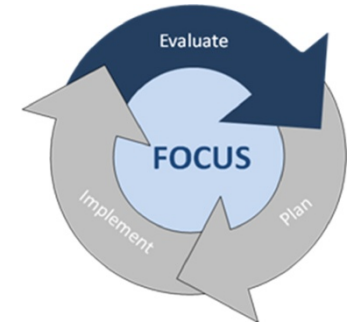
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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)	The number of students scoring proficient or higher on Reading TCAP will increase from 64% to 70%	Target was not met, students scoring proficient or higher on Reading TCAP decreased from 64% to 62.66%.	Denison's UIP was rewritten in March 2012. All action steps have not been implemented.
Academic Growth	Denison will meet or exceed our current median growth percentile of 56 in Reading.	Growth target was met. The median growth percentile in Reading increased to 66.	
Academic Growth Gaps	Denison's median growth percentile for our ELLs will meet or exceed the school target of 56.	Target was not met. The median growth percentile for ELLs was 50.	

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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.
Post Secondary Readiness			

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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)	**Denison Status** 		

Chart data for Denison Status:

	2008	2009	2010	2011	2012
Math	51	56	48	55	48
Reading	67	69	69	64	62
Writing	51	54	52	53	49

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth		Overall, there has been an inconsistent trend in MGP from 2008-2012. There has been a 5 year increase in math, reading and writing but there has been a 3 year decrease in math 62.5-52-53. Reading showed an increase of 11 points between 2011-2012, it has ranged from 50-66 in the past 5 years. Writing has been inconsistent over with a range of 55-68 in the past 5 years.	The school has not identified and provided the support needed for our struggling readers consistently nor with validity. Teachers lack understanding of how to successfully implement ELL strategies for each student who needs this intervention. Teachers have not been provided training on guided reading or other reading intervention strategies for students who are not at grade level for reading.
	The median growth percentile for Denison students in reading has increased by 16 points from 2008-2012. The median growth percentile for Denison students in writing has increased by 13 points from 2008-2012. The median growth percentile for Denison students in math has increased by 2 points from 2008-2012		
Academic Growth Gaps	Gaps exist at all levels and subgroups in Reading, Writing and Math. The gap has declined in all subgroups from 2011-2012.	English Language Learners have shown a significant increase in performance from 2011-2012 (Math: 16%; Reading: 12%;	The school has not identified and provided the support needed for our struggling readers consistently nor with validity. Teachers lack understanding of how to successfully implement ELL strategies for each student who needs this intervention. Teachers have not been provided training on guided reading or other

The chart "Denison Growth" shows:

	2008	2009	2010	2011	2012
Math	51	67	62.5	52	53
Reading	50	59.5	57	55	66
Writing	55	58	63.5	55	68

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		Writing: 14%) The 5 year data shows a slight decrease in all areas.	reading intervention strategies for students who are not at grade level for reading.
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:

Denison Montessori School is a Montessori school in Southwest Denver that provides a 3 year old through 6th grade Montessori education within Denver Public Schools. Denison Montessori has 6 ECE & Kindergarten classrooms as well as 1 ECE 3/4 classroom serving students with special needs. Denison Montessori also has 6 Lower Elementary Classrooms (1st, 2nd, 3rd grades) and 4 Upper Elementary classrooms (4th, 5th, 6th grades). Denison Montessori supports our increasing ELL population through 2 ELL Resource teachers and 2 Spanish-speaking paraprofessionals. Educating the whole child is fundamental to a Montessori education, at Denison Montessori we provide PE, Music and Art as well as Suzuki violin. There are also several after school programs, including Japanese, Shakespeare, Yoga and Sewing. Denison Montessori was recognized as a high growth and high achievement school.

Student Population

Denison Montessori enrolls 477 students. The student population at Denison Montessori includes 61% Hispanic, 28% White, 5% Asian, 1.5% Black, and 1% American Indian.
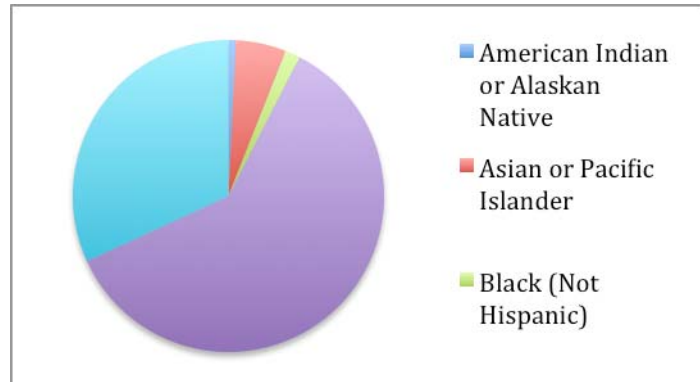
English Language Learners at Denison Montessori make up approximately 26% of the population and of these students approximately 80 are receiving ELL services.

Denison Montessori will be a Title I school next year (2012-2013), serving 66.07% Free and Reduced Lunch Students.

34.12 %
12.58 %
53.30 %

Free lunch eligible
Not eligible
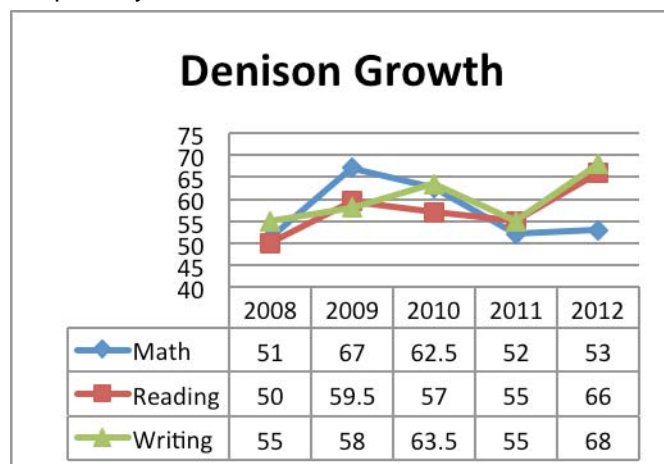Reduced lunch eligible
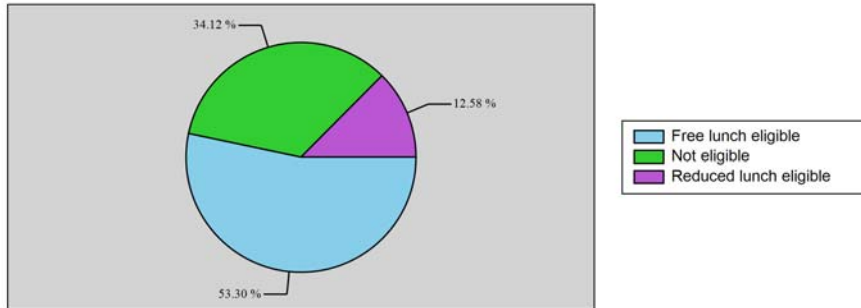
The special education support staff at Denison Montessori serves 14% of the student body who are currently on IEPs.

All teachers at Denison are either ELA-E and/or ELA-S endorsed (or in the process), NCLB qualified and the Montessori classroom teachers are Montessori trained.

The School Satisfaction Survey indicates 50% satisfaction rate overall from parents and 50% from our students. Denison Montessori has a new principal this year who is focusing on creating a positive school environment that engages parents and students. Late last year, the parent organization was reestablished. We focus on the ROSE (Respect Others, Self, Environment).

The student CSAP data shows an inconsistent trend from 2008-2012.
Denison Montessori's growth has shown a 5-year increase in math, reading and writing but there has been a 3-year decrease in math 62.5-52-53. Reading showed an increase of 11 points between 2011-2012; it has ranged from 50-66 in the past 5 years. Writing has been inconsistent over with a range of 55-68 in the past 5 years.

Denison Growth

	2008	2009	2010	2011	2012
Math	51	67	62.5	52	53
Reading	50	59.5	57	55	66
Writing	55	58	63.5	55	68

Denison Montessori's status over the past 5 years has remained stable with a slight decrease in all areas; Math 51 to 48, Reading 67 to 62 and Writing 51 to 49.

Denison Status

	2008	2009	2010	2011	2012
Math	51	56	48	55	48
Reading	67	69	69	64	62
Writing	51	54	52	53	49
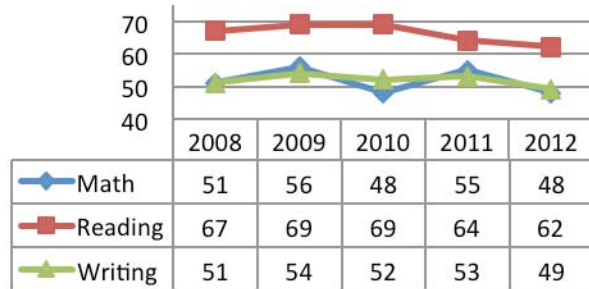
While gaps exist at all levels and subgroups in Reading, Writing and Math, the gap has declines in all subgroups from 2011-2012. ELLs have shown a significant increase in performance from 2011-2012 (Math 16%, Reading 12%, Writing 14%)

ROOT CAUSE: Flat Reading Achievement and Growth
Beginning in January of 2012, the staff was taken through the Future Cause mapping process to reexamine and identify the priority needs of the school. This process involved a series of staff meetings held during January, February and March 2012. We examined the school status and growth data and decided to maintain the focus on reading that was identified at the start of the school year. While reading is the highest area for status, it is consistently the lowest or second lowest content area in terms of growth. The staff saw that the other two content areas were reading dependent and felt that a focus on reading would give us the greatest leverage for overall growth. Denison will also focus on reading informational math text, academic language in math and interpreting math word equations.

We then began the process of identifying potential obstacles to our success by focusing on students, staff, administration, school culture, community and district factors. Once those were identified we applied a set of criteria including likelihood and impact rated on a scale of 1-5. This ranked our potential obstacles that we then examined to see what we had to eliminate because the potential obstacle was outside our realm of influence. The number one obstacle that was identified was the school had not identified and provided the support needed for our struggling readers. The staff then began to identify the high impact areas of support, resources needed, timelines for implementation and key personnel needed to implement the support.

We identified the following root causes:
- The school has not identified and provided the support needed for our struggling readers.
- Teachers lack understanding of how to successfully implement ELL strategies for each student who needs this intervention.
- Teachers have not been provided training on guided reading or other reading intervention strategies for students who are not at grade level for reading.

Achievement data (DRA, STAR) will be reviewed and compared against UIP targets and goals throughout the school year. Parents will be provided with this information in CSC, FDM (parent organization) and PAC meetings as well.

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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.
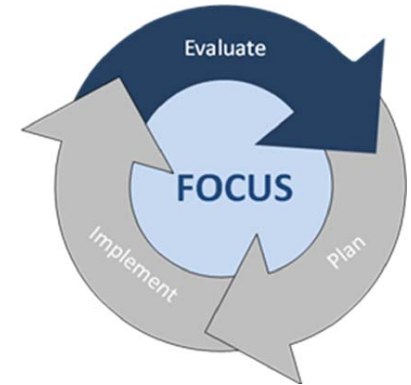
School Target Setting Form

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	The percent of students proficient or advanced in reading on CSAP/TCAP has fluctuated between 2007 and 2012 and has remained well below the minimum state expectations of 72%.	The number of students scoring proficient or higher will increase from 63% to 74%	The number of students scoring proficient or higher will increase from 74% to 82%	The percentage of all students scoring at grade level on the STAR reading assessment will increase by a minimum of 10 percentage points from the Fall administration to the Spring administration.	Teachers will receive training on guided reading and other reading intervention strategies for students who are not at grade level for reading. Teachers will receive training and strategies on the successful implement of ELL strategies for each student who needs this intervention. The school staff will identify and provide the support needed for our struggling readers to succeed.
		M	The percent of students proficient or advanced in math on CSAP/TCAP has fluctuated between 2007 and 2012 and has remained well below the minimum state expectations of 71%.	The number of students scoring proficient or higher will increase from 49% to 60%	The number of students scoring proficient or higher will increase from 60%% to 72%	The percentage of all students scoring proficient/advanced on the DPS math interim assessment will increase by a minimum of 10 percentage points from the Fall administration to the Spring administration.	
		W	The percent of students proficient or advanced in writing on CSAP/TCAP has fluctuated between 2007 and 2012 and has remained well below the minimum state expectations of 54%.	The number of students scoring proficient or higher will increase from 49% to 60%	The number of students scoring proficient or higher will increase from 60%% to 72%	The percentage of all students scoring proficient/advanced on the DPS writing interim assessment will increase by a minimum of 10 percentage points from the Fall administration to the Spring administration.	
		S	The percent of students proficient or advanced in science on CSAP/TCAP has fluctuated between 2007 and 2012 and has remained well below the minimum state expectations of 48%.	The number of students scoring proficient or higher will increase from 42% to 55%	The number of students scoring proficient or higher will increase from 55% to 70%		

Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Overall there has been a downward trend in MGP from 2009 – 2011; 59.5-57-54 and there has been a five year decline of two percentile points from 2001 to 2011.	Denison will meet or exceed our current median growth percentile of 56.	Denison will meet or exceed our current median growth percentile of 56.	STAR Reading Assessment, DPS Interim Assessment DRA Assessment Reading Plus	Teachers will receive training on guided reading and other reading intervention strategies for students who are not at grade level for reading. Teachers will receive training and strategies on the successful implement of ELL strategies for each student who needs this intervention. The school staff will identify and provide the support needed for our struggling readers to succeed.
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R	While the median growth percentile for our English Language Learners has remained above 50 for the past five years, the percent of students scoring proficient or higher has declined.	The adequate growth percentile for our ELLs will meet or exceed the school target of 56	The adequate growth percentile for our ELLs will meet or exceed the school target of 56		Teachers will receive training and strategies on the successful implement of ELL strategies for each student who needs this intervention. ELL Students will receive targeted interventions in the classroom and through the 2 ELA Resource teachers, using the Avenues curriculm as well as individualized support with the Montessori curriculum.
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

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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: Teachers will receive training on guided reading and other reading intervention strategies for students who are not at grade level for reading.
Root Cause(s) Addressed: Teachers have not been provided training on guided reading or other reading intervention strategies for students who are not at grade level for reading.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☐ 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)
Provide Guided Reading Professional Development as a reading intervention for Denison teachers.	2012-2013 school year	School Leadership Team, Principal, and Literacy Specialists from the Instructional Superintendent's team	Professional Development, Title II funds	Weekly differentiated professional development in Guided Reading. Groups will present their work to the staff. There will be 2 sessions for teachers to focus on 2 different areas that pertain to guided reading.	In Progress
Provide Dialogic Reading training for all Primary teachers (ECE/K)	2012-2013 school year	School Leadership Team, Principal, and Dialogic Reading trainer	Professional Development, Title II funds	Two professional development sessions focused on Dialogic Reading held during first semester and second semester of the 2012-2013 school year	In Progress

* 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).

Major Improvement Strategy #2: **Major Improvement Strategy #3:** The school staff will identify and provide the support needed for our struggling readers to succeed.

Root Cause(s) Addressed: The school has not identified and provided the support needed for our struggling readers.

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

☐ 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)
Train staff on the implementation of Reading plus.	Fall 2012	Paul Vincent – Teacher Sandra Devlin – Tech/Librarian Teachers	Reading Plus training materials, Staff development time	Identification of training days, sign in sheets and feedback forms from staff	In Progress
Use of Reading Plus by students in the classroom, at home, in the library learning lab, and during after school tutoring.	May 2012 – May 2013	Teachers	Reading Plus, learning lab, classroom computers	Reading Plus reports monitored monthly	In Progress
Train paraprofessionals in reading strategies to use with struggling readers, including best practices for working with ELLs	August 2012-May 2013	ESL Team IS Support team	NA	Ongoing monitoring of para work with students and student data collection with STAR	In Progress
Use Montessori nomenclature to build vocabulary. Staff will identify vocabulary to be used in the primary, lower el, and upper el classrooms. Staff will develop and implement a system method for delivering and monitoring the acquisition of this vocabulary.	Sept 2012-May2013	Teachers Principal	NA	Collection of nomenclature and vocabulary to be used at each level, informal and LEAP observations to monitor delivery and acquisition of vocabulary.	In Progress
Use STAR to progress monitor students in reading. Staff to receive training on how to read reports.	January 2012-May2013	Staff Ants Team	NA	STAR data reports examined at grade level meetings.	In Progress
Grade Level meetings to monitor student progress and develop differentiated strategies for working with struggling readers, including best practices for ELLs	August 2012-May 2013	Staff ESL Team SpEd Team Principal	NA	Star data reports, reading plus reports, student data, teacher records will be examined at grade levels. Student progress will be	In Progress

			tracked.	

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Major Improvement Strategy #3: Teachers will receive training and strategies on the successful implement of ELL strategies for each student who needs this intervention.

Root Cause(s) Addressed: Teachers lack understanding of how to successfully implement ELL strategies for each student who needs this intervention.

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)
ESL Teachers to train staff on high impact strategies to use with ELLs.	April 2012-May 2013	ESL Team Staff	NA	Staff training sign in sheets, informal and LEAP observation data to monitor implementation in the classroom.	Not Begun
Listening stations for ELLs to be set up in classrooms.	April 2012-Sept 2012	ESL Team Principal	ESL School Budget	Physical implementation of stations and a staff survey to monitor use. Student Data collected to evaluate effectiveness.	Not Begun
ESL teachers pull out for identified k-6 students at the beginning and early intermediate levels utilizing the Best Practices for ELD instruction.	Sept 2011-May 2013	ESL Team	NA	Collection of data using the Best Practices for ELD instruction "Look for's"	In Progress
Book: 50 Strategies for Teaching English Language Learners	October 2012	Principal Staff ESL Team	School Budget	Staff work on the use of the 50 Strategies in the classroom. Monitored through classroom observations of strategies.	Completed

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)

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