

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

Organization Code: 1010 District Name: COLORADO SPRINGS 11 School Code: 8246 School Name: STEELE 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 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	91.03%	-	-	Overall Rating for Academic Achievement: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	94.48%	-	-	
		W	53.52%	-	-	73.1%	-	-	
		S	47.53%	-	-	72.73%	-	-	
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: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	27	-	-	69	-	-	
		M	28	-	-	61	-	-	
		W	33	-	-	49	-	-	
ELP	-	-	-	-	-	-			

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

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: <p style="text-align: center; color: blue; font-weight: bold;">Exceeds</p> <p><small>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</small></p>	
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.	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2014 to be posted on SchoolView.org.
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.

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?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
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.	

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)

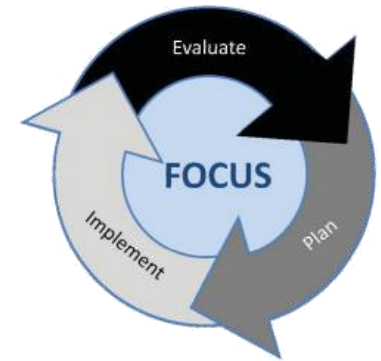
Other: _____

School Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Pam G. Cress
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	Phone	719-328-4702
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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 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

<p>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).</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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Narrative:
Steele is a public school with 294 students in kindergarten-fifth grades. It was established in 1901 as one of the first elementary schools in Colorado Springs and named after Benjamin Steele, the first editor and chief of the Gazette Newspaper. Over many decades it has earned a solid, positive reputation in the community because of its high standards, expectations, and programs. The staff, students, parents and Steele community has come together and built a very strong foundation for all students. At Steele focus is upon the “whole child” and providing rigor, relevance and fidelity to the curriculum and instructional methods. Steele’s library has earned recognition by CDE as being a Power Library, Steele School was designated a John Irwin School of Excellence in 2001-02; 2006-07, 2009-10, 2010-11, & 2012-13 and the Governor’s Distinguished Improvement Award for Outstanding

Academic Performance and Growth 2010, 2011, and 2012. Steele's Accreditation Recommendation by Colorado Springs School District 11 was changed from Performance to Distinction and Performance, one of only 3 schools (out of 57) awarded this distinction.

Overall, Steele has a very strong sense of community. Steele supports a positive climate and culture with a very involved parent and community through PTA, focus days and enrichment opportunities. We are a positive behavior support school and we teach a school-wide character education program called Second Step. We also promote positive behavior with the use of our STAR (Safety, Teamwork, Awareness, Respect and Responsibility) behavior matrix along with weekly recognition in the classroom and a student of the week is recognized from each class during our weekly in-house Steele TV broadcasts.

At Steele our students have many opportunities for enrichment opportunities including: choir, running club, basketball, Battle of the Books, Student Council, bugbusters (a technology building club), Steele TV (full weekly broadcast run by fifth graders who write their own scripts and use the latest technology including a green screen, a tricaster, three cameras and wireless microphones) and a yearbook club. Students in fifth grade also put on a full Shakespeare production every year using full costumes. Parents at Steele run various enrichment programs three times a year including drama, karate, gymnastics, field hockey, lego building, science matters, drawing, cupcake decorating, and various art opportunities. Our parents also put on a focus day every year. Some previous topics include Olympic sports, how our bodies work, art around the world, and our natural resources and how we share them with the world around us.

Every student at Steele receives personalized instruction at their ability level using the reading and writing workshop models. Steele's staff has been highly trained in both models by inviting experts from the field to model lessons, instruct on best practices, observe lessons and provide feedback. We utilize Lucy Calkins' Units of Study for teaching writing mini-lessons and a combination of the Daily Five and Lucy Calkins' Units of Study for the Reading Workshop. Additionally, staff has been trained in Orton Gillingham, a multi-sensory reading instructional approach designed to present a strong foundation in phonics and early reading skills. Overall, our teachers focus on the Colorado Content State Standards and engaging students in activities that promote critical thinking, analysis of text, writing across curriculum, & balancing the curriculum with fiction & non-fiction text. Furthermore, every classroom is flooded with teachers during a set time called WIN (What I Need) time. Each student receives 30 minutes of instruction in a small flexible group at their ability level, whether they need additional core instruction, enrichment instruction, or remedial instruction. In Math, we have adopted Math Expressions because of its strong adherence to the Common Core State Standards. We are in our first year of implementation and teachers and staff differentiate in math using small groups. Across the curriculum our teachers are committed to improving the critical thinking and personalized learning skills (problem solving, teamwork, critical analysis, technology in each of our students. We offer many personalized learning opportunities at Steele, particularly with regards to technology. We have received a large technology grant, which has enabled the school to purchase multiple laptop carts, two iPad carts, document cameras, projectors and SmartBoards for each class.

SCHOOL POPULATION COMPOSITION:

153 Males (52%) and 141 Females (48%)
 19% of the Steele population is eligible for free/reduced lunch prices.
 Attendance rate is 96% and a maintained high stability rate, above 95%, for staff and students.

The racial/ethnic composition of our school is:

- 3% Asian,
- 7% African American/Black,
- 16% Hispanic/Latino
- 67% White/not Hispanic.
- 7% Two or More Races,
- .02% English Language Learners;
- 3% qualify for SPED;
- 8.5% are identified as Gifted and Talented.

DATA ANALYSIS STRUCTURES: Numerous steps are involved in developing the USIP. This includes building upon the District Plan, analyzing multiple sources of data (including MAP's & TCAP), assessing current instructional practices, determining the strengths of the community & culture, and determining root causes. The USIP is developed collaboratively with all Steele's constituent groups: certified staff, the Building Leadership Team, and the School Accountability Committee (comprised of parents, staff, and community members).

REVIEW OF CURRENT PERFORMANCE

ONE YEAR DATA:

Academic Achievement	P/A	School's Percentile
READING: EXCEEDS	91%	93 rd
MATH: EXCEEDS	94%	97 th
WRITING: MEETS	73%	86 th
SCIENCE: MEETS	73%	86 th

Academic Growth:

READING:	EXCEEDS	Median Growth Percentile	69%
MATH:	EXCEEDS	Median Growth Percentile	61%
WRITING:	MEETS	Median Growth Percentile	49%

Academic Growth Gaps

In Reading and Math, all of our subgroups were less than 20 students so there is no disaggregated data available.

In Writing, the only subgroup with more than 20 students is in STUDENTS NEEDING TO CATCH UP. In that area our subgroup is 30 students. The Median Growth Percentile is 65 and the rating is EXCEEDS.

3RD to 4TH GRADE GROWTH DATA (“growth” is defined as staying at the same proficiency level & same third of the proficiency level from one year to the next)

90% made a year’s growth in reading. (current 5th graders)

88% made a year’s growth in writing (current 5th graders)

86% made make a year’s growth in math. (current 5th graders)

4TH TO 5TH GRADE GROWTH DATA (“growth” is defined as staying at the same proficiency level & same third of the proficiency level from one year to the next)

95% made a year’s growth in reading. (current 6th graders not at Steele)

91% made a year’s growth in writing. (current 6th graders/not at Steele)

77% made a year’s growth in math. (current 6th graders/not at Steele)

2012-13 TCAP data in reading has shown us that there are no significant areas for focus that would involve majority groups of students. Our process has been to analyze individual students’ data in third, fourth and fifth grades in depth identifying any BP sub-content areas for students. With this information classroom teachers have developed curriculum and focused instruction to assure these skills are imbedded in units of study with formative and summative assessments guiding instructional decisions for future curriculum/instruction.

THREE YEAR DATA:

The CSAP School Performance Framework Report indicates that Steele over a three year period has an “Exceeds” rating in two areas: Academic Achievement (93.8%) & Academic Growth Gaps (87.5%). Steele received a “meets” in Academic Growth (83.3%). This report indicates Steele is required to adopt and implement a PERFORMANCE PLAN. Steele received a 87.1% total rating that indicates the school’s performance is well above

the 59% benchmark required for a Performance Plan through the state.

The 3 year CSAP School Performance Framework Report also indicates that there are differences in groups that meet or exceed growth gap date:

THREE YEAR DATA:

READING: Overall: MEETS (83.3%)

FRL eligible: (35 students) MEETS

Minority Students: (32 students) MEETS

Students with disabilities: <20

ESL: <20

Students needing to catch up: EXCEEDS

MATH: Overall: EXCEEDS (87.5%)

FRL eligible: (35 students) MEETS

Minority Students: (32 students) EXCEEDS

Students with disabilities: <20

ESL: <20

Students needing to catch up: <20

WRITING: Overall: EXCEEDS (91.7%)

FRL eligible: (35 students) MEETS

Minority Students: (32 students) EXCEEDS

Students with disabilities: <20

ESL: <20

Students needing to catch up: EXCEEDS

The CDE 3 year Growth Summary Report shows that Steele's median student growth percentiles are as follows:

READING: 56% MEETS

MATH: 65% EXCEEDS

WRITING: 57% MEETS

ANALYSIS:

Growth Data:

Overall our reading growth data shows a large increase in grade 4 and 5 from 51 to 69 and 51 to 68 respectively.

Overall our writing growth data shows a decrease from last year in 4th and 5th grade from 50 to 46 and 66 to 57 respectively.

Overall our math growth data shows a decrease from last year in 4th and 5th grade from 78 to 65 and 67 to 50 respectively.

NWEA (MAPS) DATA

Our three year Reading Data shows a small decrease from 76 in 2011 to 74 in 2013.

Our three year Math Data shows an increase from 76 in 2011 to 83 in 2013.

TCAP Reading Trends	Percentage P/A			
	2010	2011	2012	2013
3rd grade	88	87	82	92
4th grade	90	91	83	93
5th grade	96	94	98	93
TCAP Writing Trends				
	2010	2011	2012	2013
3rd grade	74	71	68	71
4th grade	88	77	71	74
5th grade	91	89	85	76
TCAP Math Trends				
	2010	2011	2012	2013
3rd grade	93	84	94	98
4th grade	100	95	90	96
5th grade	91	94	98	91
TCAP Science Trends				
	2010	2011	2012	2013
5 th Grade	91	85	79	73

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)	92% Reading, 95% Math, 85% Writing, and 85% Science	91% reading, 94% Math, 73% Writing, and 73% Science; Did not met targets.	Although academic achievement targets were not met, percents were close to meeting target in reading and math. Staff has analyzed writing components and reviewed current curriculum materials to redirect focus on areas to improve which are addressed in our action plan.
Academic Growth	Exceeds in Reading, Writing, and Math	We met in reading and exceeded in writing and math	
Academic Growth Gaps	All subgroups will receive a meets or exceeds rating	Students needing to catch up exceeded growth in writing and is only subgroup reported	
Postsecondary & Workforce Readiness			

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)	Performance over three year’s time is at a meets rating with 85.7% of points earned	Although Writing and Science Achievement scores continue to steadily increase; performance is at a “meet” rating	Staff examined multiple data sources (TCAP, MAP, Common Assessments) and noted lower scores in short response and multiple choice questions in writing around grammar and punctuation. Staff will reintroduce Daily Oral Language lessons and grammar instruction in writing. Continue to work on teaching Science curriculum with depth and fidelity.
Academic Growth	Performance over three year’s time is at an exceeds rating with 91.7% of points earned	Median growth percentiles decreased from 2012 in grades 4 and 5 in Math and decreased in grades 4 and 5 in Writing	The mathematics and writing curriculum were in a state of flux and alignment to TCAP expectations. Staff development in newly adopted mathematics and writing curriculums should increase growth percentiles.
Academic Growth Gaps	Performance over three year’s time is at an exceeds rating with 100% of points earned	Maintaining continued performance at “exceeds” rating	Continue to meet “exceeds” performance rating at 100% in all academic growth gap areas.
Postsecondary & Workforce			

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Readiness			

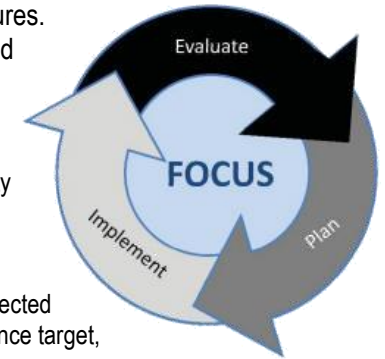
Section IV: Action Plan(s)

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.



School Target Setting Form

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	Exceeds	94% P/A	95% P/A	NWEA, DIBELS, BURST, Running Records	Teachers communicate and model clear standards based grade level learning targets and what constitutes mastery with regards to product, performance and/or process
		M	Exceeds	96% P/A	97% P/A	NWEA, Unit tests, ST Math, Aimsweb	Teachers strategically create a balance between providing high quality explicit instruction that targets high level of rigor and engaging students in well designed, inquiry based activities that foster discovery and learning of various DOK levels
		W	Exceeds	85% P/A	86% P/A	LC On Demand Writing, Units of study, student writing, teacher conferring, DLI	Teachers advance their own learning, together with their students' learning through cycles of formative assessment and academic feedback
		S	Exceeds	85% P/A	86% P/A	Unit assessments, student science notebooks	
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	51	Exceeds	Exceeds	NWEA, DIBELS, BURST, Running Records	Teachers communicate and model clear standards based grade level learning targets and what constitutes mastery with

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							regards to product, performance and/or process
		M	69	Exceeds	Exceeds	NWEA, Unit tests, ST Math, Aimsweb	Teachers strategically create a balance between providing high quality explicit instruction that targets high level of rigor and engaging students in well designed, inquiry based activities that foster discovery and learning of various DOK levels
		W	61	Exceeds	Exceeds	LC On Demand Writing, Units of study, student writing, teacher conferring, DLI	Teachers advance their own learning, together with their students' learning through cycles of formative assessment and academic feedback
		ELP					
Academic Growth Gaps	Median Growth Percentile	R	N/A	All subgroups will receive a "Meets or Exceeds" rating	All subgroups will receive a "Meets or Exceeds" rating	NWEA, DIBELS, BURST, Running Records	Teachers communicate and model clear standards based grade level learning targets and what constitutes mastery with regards to product, performance and/or process
		M	N/A	All subgroups will receive a "Meets or Exceeds" rating	All subgroups will receive a "Meets or Exceeds" rating	NWEA, Unit tests, ST Math, Aimsweb	Teachers strategically create a balance between providing high quality explicit instruction that targets high level of rigor and engaging students in well designed, inquiry

							based activities that foster discovery and learning of various DOK levels
		W	Students needing to catch up: Subgroup median growth percentile 66, rating Exceeds	All subgroups will receive a "Meets or Exceeds" rating	All subgroups will receive a "Meets or Exceeds" rating	LC On Demand Writing, Units of study, student writing, teacher conferring, DLI	Teachers advance their own learning, together with their students' learning through cycles of formative assessment and academic feedback
Postsecondary & Workforce Readiness	Graduation Rate		N/A				
	Disaggregated Grad Rate		N/A				
	Dropout Rate		N/A				
	Mean CO ACT		N/A				

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: Top Quality Tier 1 instruction for every student, every day, in every classroom as evidenced by the implementation of the Continuous Cycle of Standards-Based Teaching and Learning highlighting these three District 11 Playbook strategies:

Strategy #1: Teachers communicate and model clear, standards-based, grade-level learning targets and what constitutes mastery with regard to product, performance, and/or process.

Strategy #2: Teachers strategically create a balance between providing high-quality, explicit instruction that targets high levels of rigor and engaging students in a well-designed, inquiry-based activities that foster discovery and learning at various Depth of Knowledge (DOK) levels.

Strategy #3: Teachers advance their own learning, together with their students' learning, through cycles of formative assessment and academic feedback.

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

- CState 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				
Teachers will post learning targets in kid-friendly language,	Daily	Daily	All certified staff and ESP staff; Principal		Documentation on informal and formal observations, PLC staff meetings,	In progress

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Professional Development for staff members focused on supporting staff to be better able to provide inquiry-based activities that foster discovery and learning at various Depth of Knowledge (DOK) levels	Monthly	Monthly	All certified staff and ESP staff, Principal		Documentation on informal and formal observations, PLC staff meetings	In progress
Teachers and students will engage in shared inquiry to engage in higher-order thinking, collaborative problem solving and personalized learning environments	Daily	Daily	All certified staff and ESP staff, Principal		Documentation on informal and formal observations, PLC staff meetings	In progress
Teachers provide individual academic feedback that is timely, descriptive, & actionable	Daily	Daily	All certified staff and ESP staff, Principal		Documentation on informal and formal observations, PLC staff meetings	In progress
Teachers intentionally gather & use formative student data, from a variety of sources, to monitor and adjust instruction.	Daily	Daily	All certified staff and ESP staff, Principal		Documentation on informal and formal observations, PLC staff meetings	In progress
Implement the Personalized Learning plan developed in collaboration with the Personalized Learning Coordinator	Updates to plan due November 11, 2013	Update due: TBD	Principal; Personalized learning Coordinators; TLC; LTE	Time for Implementation Human Resources	Outlined in the plan itself found at http://www.d11.org/personalizedlearning/Pages/default.aspx	In Progress

* 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.

Major Improvement Strategy #2: Quality Tier 2 & 3 instruction with fidelity as defined by research and evidenced by time, intensity and duration as evidenced by: tutoring and small-group/1-3 students instruction.

Root Cause(s) Addressed: Close learning gaps for individual students by increasing the frequency, intensity, and/or lengthening the duration of interventions being implemented.

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				
Establish small groups instructional groupings based on multiple measures including DIBELS, Core Phonics Survey, Orton-Gillingham assessments, MAP & RTI data	September 4, 2013	By September 1, 2014	Teachers; Tutors SPED staff, & GRT	Tutoring funds from D11	Smaller groups documented by tutors & observed during formal and informal observations.	In progress
Initiate small group instruction through Focus Groups	Starting September 10, 2013	By September 9, 2014	Teachers; Tutors SPED staff, & GRT	Tutoring funds from D11	Smaller groups documented by tutors & observed during formal and informal observations.	In progress
Train all interventionists/EA's in Orton-Gillingham processes	By December 2013	By December 2014	Teachers; Tutors SPED staff, & GRT	D11 training through Rhonda Schimpf	OG completion of training certificates	In progress

* 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.

Major Improvement Goal #3: A positive climate and culture exists as evidenced by Positive Behavior Support system, implemented with fidelity, parent and community involvement and a sense of community as evidenced by (strategy): all students knowing and understanding Steele’s STAR PBS program and every Steele K-5 grade teacher teaching all lessons of the Second Step Character Education Program curriculum by March 8, 2013. Information for parents posted and updated regularly on the Steele School Website.

Root Cause(s) Addressed: Lack of carry-through by all students of the Steele STAR principles as evidenced by the number of documented D11 Behavior Referrals for 2012-13.

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				
Teach components of Second Step Program curriculum by end of third quarter.	Aug. 19- March 7, 2014	By Quarter 3 2015	Classroom teachers, social worker / school psychologist		Lesson Plans	In progress
Review STAR behaviors on Steele TV through skits, announcements & student interviews.	quarterly	quarterly	Principal, LTE, PST/PBS team		Quarterly on Fridays	In progress
Fill out reward coupons by students & staff on a regular basis	daily	daily	Staff, Students		Coupons in Star Boxes	In progress
Read all classroom coupons out loud one time per week to students	weekly	weekly	Classroom teachers, Principal (on STV)		Lesson Plans	In progress

School Code: 8246

School Name: STEELE ELEMENTARY SCHOOL

* 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)