

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: 0130 District Name: CHERRY CREEK 5 School Code: 8887 School Name: TRAILS WEST ELEMENTARY SCHOOL Official 2014 SPF: 3 Year

Section I: Summary Information about the School

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP, CoAlt, 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	72.05%	-	-	74.58%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	75.78%	-	-	
		W	54.84%	-	-	57.68%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS 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.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	24	-	-	47	-	-	
		M	35	-	-	43	-	-	
		W	36	-	-	38	-	-	
ELP	-	-	-	-	-	-			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>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.</p>	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.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: -</p>
	<p>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.</p>	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.	-	
	<p>Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 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, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
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 current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS 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?	Cherry Creek Schools Foundation Grant was awarded September 2014. This grant is to support at risk readers in our schools.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, 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):

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

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

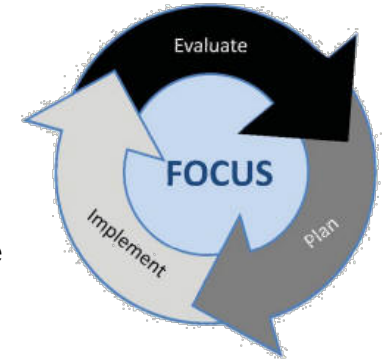
1	Name and Title	Aisha Johnson
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School Code: 8887

School Name: TRAILS WEST ELEMENTARY SCHOOL

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.



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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Trails West Data Narrative

Welcome to Trails West Elementary! Trails West's dedicated staff is a collaborative faculty who is committed to the district's mission of inspiring every child to think, to learn, to achieve, and to care. Here at Trails West students, teachers, parents, and community members partner together to inspire lifelong learning.

We have a positive learning environment that is committed to building relationships with our students and their families. As a PBIS (Positive Behavior Intervention Support) school, we have clearly outlined our "STARS" behavioral expectations. STARS stands for Safety, Trustworthy, Attitude, Respect, and Success. We teach these common expectations and use positive reinforcement on a regular basis for meeting those expectations.

Our staff is committed to meeting the needs of every student. We provide differentiated instruction and have high expectations for all of our students. At Trails West, every student's progress is important. In addition to academic studies, our students participate in art, music, technology, and physical education classes. Technology is also integrated into our classrooms through the use of SmartBoards, document cameras, and laptop computers. Additionally, students are able to engage in STEM learning through Minecraft, Scratch, Lego Education StoryStarter, and Lego Robotics.

There are several enrichment opportunities for students at Trails West before or after school. Some of these activities include: band, choir, intramurals, keyboarding, chess, Spanish, student council, and Battle of the Books.

I encourage you to visit our website for more information about Trails West Elementary at www.trails.ccsd.k12.co.us.

The following team participated in the data inquiry process in order to identify priority needs, goal focus areas, and root causes:

Principal, SAC members, data team, and staff were involved in the process of identifying priority needs, goal focus areas, and root causes. This process included data analysis, creating evaluative data stories, root cause analysis, and peer reviews.

We examined the following results reports in our analysis:

Reports from CDE:

SPF, School Growth Summary (3-year growth summary)

District-generated Reports:

TCAP/CSAP Performance: TCAP/CSAP historical performance summaries (5-year summary), disaggregated summaries for student subgroups, standards/subcontent area summaries, and assessment frameworks summaries, and ethnic 5 year summaries

TCAP/CSAP Growth: TCAP/CSAP growth summaries by grade and by ethnic grouping

Interim Assessment Results: MAP, DRA2, and DIBELS Next

SCHOOL PERFORMANCE FRAMEWORK (SPF) PLAN ASSIGNMENT AND STATE EXPECTATIONS ON SPF INDICATORS

Overall percent of SPF points earned was 59.7% - 3 year, 45.9% 1year, resulting in the following plan assignment from CDE (Check one):

Performance Plan Improvement Plan Priority Improvement Plan Turnaround Plan

List of SPF indicators on which State expectations were NOT met: Academic Growth Gaps

An examination of our SPF by content area reveals that our Academic Achievement and Growth falls in the "meets" criteria for all content areas. Academic Growth Gaps falls in the "approaching" criteria for all content areas.

INCLUSIVE EXCELLENCE: PERFORMANCE AND GROWTH ACROSS THE CONTENT AREAS AND ACROSS STUDENT SUBGROUPS

Percent of Students Proficient or Advanced on TCAP/CSAP by Level: Students in District 1 Year or More

<u>Year</u>	<u>Reading</u>	<u>Writing</u>	<u>Math</u>
2010	76%	65%	81%
2011	79%	65%	80%
2012	75%	58%	75%
2013	73%	61%	77%
2014	74%	50%	72%
District 2014	%	%	%

The percentage of students in grades 3-5 in our school 1 year or more scoring advanced and proficient in reading has generally decreased from 76% in 2009-2010 to 74% in 2013-2014. See table above.

The percentage of students in grades 3-5 in our school 1 year or more scoring advanced and proficient in writing has made a notable decrease from 65% in 2009-2010 to 50% in 2013-2014. See table above.

The percentage of students in grades 3-5 in our school 1 year or more scoring advanced and proficient in math has generally decreased from 81% in 2009-2010 to 72% in 2013-2014. See table above.

Based on a need assessment from the previous school year it was determined that the school has a need for additional professional development. During the 2012-2013 school year we implemented the Lucy Calkins writing curriculum and received professional development focused on reading and writing. Staff also aligned grade level curriculum maps for the 2013-2014 school year. There is still a need for teachers to be able to create more detailed unit plans.

TCAP Growth Trends by Level: Median Growth Percentiles

<u>Year</u>	<u>Reading</u>	<u>Writing</u>	<u>Math</u>
2012	44	38	45
2013	50	47	49
2014	45	30	35
District 2014	54	53	52

The median student growth percentile for reading increased and then decreased from 44 in 2012 to 50 in 2013 to 45 in 2014. See table above.

The median student growth percentile for writing decreased from 38 in 2012 to 30 in 2014. See table above.

The median student growth percentile for math has decreased from 45 in 2012 to 35 in 2014. See table above.

Minority Students: Performance and Growth on TCAP/CSAP

The State categorizes Asian, Black, & Hispanic students as “minority” students, and generates results and reports for this student subgroup. In Cherry Creek, we believe that reporting performance differences in terms of the State’s definition of “minority” can mask or under-state disparities between Asian & White students and students of color (Black, Hispanic, and Native American Indian). Therefore, we specifically investigate TCAP/CSAP performance and growth differences between students of color and Asian & White students.

Percent of students Proficient and Advanced on TCAP/CSAP by Level: Students in the District 1 Year or More

Year	Reading		Writing		Math		Science	
	Students of Color	White/ Asian	Students of Color	White/ Asian	Students of Color	White/ Asian	Students of Color	White/ Asian
2011	69%	84. %	46%	73%	68%	86%	41%	65. %
2012	63%	80%	41. %	65%	61%	82%	31%	63. %
2013	64%	75%	54. %	63%	64%	82%	50%	65. %
2014	67%	75%	38%	53%	62%	75%		
District 2014	63%	84%	43%	69%	62%	86%		

We have had a decline with our white and Asian students in reading. Our Black, Hispanic, and Native American students in science had an increase this last year. We are below the district average in the areas of writing and math.

The percentage of Blk/Hisp/Nat Am students in grades 3-5 in our school 1 year or more scoring advanced and proficient in reading has made a slight decrease from 69% in 2011 to 67% in 2014, but they are being out-performed by our White and Asian students who scored 84% proficient and advanced in 2011 and decreased to 75% in 2014. See table above.

The percentage of Blk/Hisp/Nat Am students in grades 3-5 in our school 1 year or more scoring advanced and proficient in writing has made a notable decrease from 46% in 2011 to 38% in 2014, and they are being significantly out-performed by our White and Asian students who scored 73% in 2011 and decreased to 53% in 2014. See table above.

The percentage of Blk/Hisp/Nat Am students in grades 3-5 in our school 1 year or more scoring advanced and proficient in math has made a decrease from 68% in 2011 to 62% in 2014, but they are still being out-performed by our White and Asian students who scored 86% in 2011 and decreased to 75% in 2014. See table above.

Other Student Subgroups: Performance and Growth on TCAP/CSAP

An examination of Academic Growth gaps shows concerns for our students who are free and reduced and need to catch up. Most areas for student subgroups have received a “Does Not Meet” rating with the exception of reading for students who are free/reduced lunch eligible who received an “Approaching” rating and minority students and students needing to catch up have received a “Meets” rating.

Excellence & Equity: Ethnic Group MGP Trends Over Time

	Reading	Reading	Writing	Writing	Math	Math
	Amlnd, Bl, Hsp	Asn, Wh	Amlnd, Bl, Hsp	Asn, Wh	Amlnd, Bl, Hsp	Asn, Wh
S11-S12	29	51	29	40	25	47
S12-S13	50	50	53	46	49	49
S13-S14	44	46	37	29	35	33

Median Growth Percentiles for Students with Disabilities

Year	Reading	Writing	Math
2011	18	21	30
2012	23	27	38
2013	60	65	50
2014	31	18	16

Median growth percentile for Black, Hispanic and Native American students does not meet state expectations of 50 MGP (reading 44 MGP, writing 37 MGP, and math 35).

The Median Growth Percentile for students with disabilities is below state expectations (reading 31 MGP, writing 18 MGP, and math 16 MGP).

Primary Grades Performance

Grade	% Proficient on DRA2 2011	% Proficient on DRA2 2012	% Proficient on DRA2 2013	% Proficient on DRA2 2014
K	92%	85%	85%	89%
1	78%	79%	82%	77%
2	73%	59%	85%	73%

Students scoring proficient on DRA2 assessments are decreasing as students advance grade levels. When comparing the 2013 first graders with their scores as second graders in 2014 there is a 9% point proficiency decrease in scores. Currently, we are working to create more alignment in reading programs and aligning instruction to the new standards.

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

Performance Indicators		Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
CCSD Inclusive Excellence	Academic Achievement (Status)	The percentage of students scoring proficient or advanced on TCAP will be at the 80 th percentile for reading and math and at the 70 th percentile for writing.	Our goal was not achieved in any academic area. 74% reading, 50% writing, 72% math	We continue to provide ongoing support for implementing new instructional practices into daily lesson plans. We are continuing to work on alignment of curriculum throughout the building. In the areas that we did not meet our goals it was due to the fact that we were implementing new standards and curriculum across all content areas. This decreased our ability to focus on any area enough to achieve our desired outcomes.
	Academic Growth	Increase TCAP MGP from 47 to 52 in writing, and from 50 to 55 in reading and 49 – 55 in math.	Our goal was not achieved in any academic area.. 45 MGP Reading, 30 MGP Writing, 35 MGP Math	
	Academic Achievement Gaps (Status)	Increase performance to 60% proficient/advanced in writing and 70% proficient/advanced in reading and math for Black, Hispanic, and Native American students while at least maintaining performance rates for White and Asian students.	Our goal was not achieved. Writing – 39% proficient/advanced, Reading – 67% proficient/advanced, Math – 60% proficient/advanced.	
	Academic Growth Gaps	The MGP will be 55 or higher in all content areas for all students with particular attention to students of color.	Our goal was not met in all academic areas. Reading – 44 MGP, Writing – 37 MGP, and Math – 35 MGP for students of color.	

PRIORITY PERFORMANCE CHALLENGES AND ROOT CAUSE ANALYSES

	Priority Performance Challenges <i>Bulleed achievement areas to develop into goals.</i>	Root Causes <i>Bulleed causes for the noted priority performance challenges.</i> <i>Root causes describe factors under our control that can be addressed with Major Improvement Strategies.</i>
1.	Performance and growth for literacy	<ul style="list-style-type: none"> • We need support in planning lessons using the Lucy Calkins Units of Study. • We need additional professional development to implement the writing workshop more effectively. • Lack of consistent use of data to drive and adjust instruction for individual students. • Inconsistent use of text dependent writing across content areas. • We need to focus on monitoring and adjusting our literacy instruction
2.	Performance and growth for math	<ul style="list-style-type: none"> • Lack of professional development for math. • Unclear understanding of mathematical shifts with the new standards. • Lack of alignment of expectations for student work. • We need to align our math teaching practices. • Develop a clear understanding of what the Standards of Math Practice look like in daily lessons.
3.	Performance of Black, Hispanic, and American Indian and students needing to catch up in all content areas, with particular attention to writing.	<ul style="list-style-type: none"> • We are implementing the Lucy Calkins Units of Study. We need additional professional development to implement more effectively. • Lack of professional development in creating culturally relevant and sheltered instruction for Black, Hispanic, and Native American students. • Lack of consistent use of data to drive and adjust instruction for individual students. • Increase teachers' understanding and utilization of best practices in culturally responsive instruction (CRI).

Describe the process you used to identify your Priority Performance Challenges:

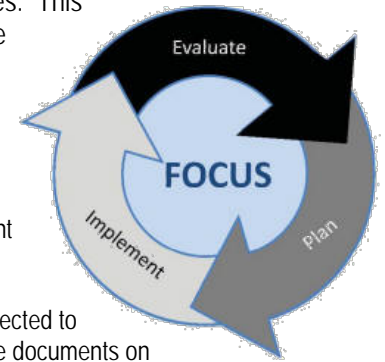
Staff engaged in multiple conversations during staff and team meetings and our Professional Learning Communities. We identified our greatest areas of need and developed a plan to address some of our greatest needs.

Describe the process you used in your Root Cause Analysis:

Extensive conversations throughout the school that took place in staff, team, and one-on-one conversations, as well as in Professional Learning Communities. A wide variety of data was analyzed and conversations were held about what we can learn from our data. Root causes from the 2012-2013 school year were reviewed by all staff. After that we updated our root causes eliminated root causes that had been addressed or making them reflective of changes we have made over the last year.

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

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

	Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
				2014-15	2015-16			
CCSD INCLUSIVE	Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	All	Performance and growth on TCAP across the content areas	Increase to the 61 st percentile on CMAS English Language Arts and Math.	Increase percentage of students above Level 4 and increase to the 65 percentile on CMAS English Language Arts and Math.	MAP, DIBELS, DRA2, iReady, Writing rubrics, Formative assessments	Align curriculum and instruction through staff collaboration. Teachers will create writing units using the Lucy Calkins Units of Study

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
			2014-15	2015-16		
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	All	TCAP growth across content areas for all students, with particular attention to students needing to catch up and students of color.	MGP will increase from 41 percentile to 45 percentile points	MGP will increase from 45 percentile points	MAP, DIBELS, DRA2, iReady, Writing rubrics, Formative assessments Consistency in culturally relevant instruction and atmosphere throughout the school. Alignment in rigorous expectations for all students, and include students in tracking their own progress. Build intentional connections for students between their interventions and classroom application. Ensure that all students are being exposed to grade level content.
Academic Growth Gaps	Median Growth Percentile, local measures	All	TCAP growth across content areas for all students, with particular attention to students needing to catch up and students of color.	MGP will increase from 33 percentile to 38 percentile points	MGP will increase from 38 percentile to 43 percentile points	MAP, DIBELS, DRA2, iReady, Writing rubrics, Formative assessments Consistency in culturally relevant instruction and atmosphere throughout the school. Alignment in rigorous expectations for all students, and include students in tracking their own progress. Build intentional connections for students between their interventions and classroom application. Ensure that all students are being exposed to grade level content.

Action Planning Form for 2014-15 and 2015-16

Major Improvement Strategy #1: Align curriculum and instruction through staff collaboration

Root Cause(s) Addressed: We need support in planning lessons using the Lucy Calkins Units of Study. We need additional professional development to implement the writing workshop more effectively. Lack of consistent use of data to drive and adjust instruction for individual students. Inconsistent use of text dependent writing across content areas. We need to focus on monitoring and adjusting our literacy instruction

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 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)
	2014-15	2015-16				
Teachers work collaboratively to align instruction with the CAS	Ongoing	Ongoing	Grade level teams	Decentralized budget Professional Learning Coordinator	PLT Agendas, Team Meetings Notes	In Progress
Teachers will create writing units using the Lucy Calkins Units of Study	Ongoing	Ongoing	Grade level teams Literacy Coordinator ELA Coordinator	Decentralized budget Substitutes/Curriculum Pay	Unit Plans Grandview Feeder Writing Project Use of Lucy Calkins rubrics	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: Increase teachers' understanding and utilization of best practices in culturally responsive instruction (CRI) through monthly professional development

Root Cause(s) Addressed:

- Increase teachers' understanding and utilization of best practices in culturally responsive instruction (CRI).
- Inconsistent emphasis on creating culturally relevant and sheltered instruction for Black, Hispanic, and Native American students.
- Lack of consistent use of data to drive and adjust instruction for individual students

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 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)
	2014-15	2015-16				
Provide professional development about best practices in data use for instructional planning, monitoring, and feedback to students.	Ongoing	Ongoing	Principal Data Team Professional Learning Coordinator	Substitutes and/ or curriculum pay	<ul style="list-style-type: none"> • Train staff in data use • Implement data analysis into PLC • Implement use of data wall • Monitor implementation 	In progress
All staff members will attend Beyond Diversity seminars	Ongoing	Ongoing	Beyond Diversity Trainers	Substitutes and/ or curriculum pay will be needed to ensure this takes place	Percentage of staff members who have attended Beyond Diversity	In progress
Restructure our school Equity and focus on closing the Opportunity Gap with staff.	Ongoing	Ongoing	Principal Teachers ELA Coordinator	Decentralized budget Professional Learning Resources Substitutes and/ or curriculum pay	Monthly equity and staff meetings	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 #3: Create/sustain supportive learning environments in which each student feels safe, respected as a learner, and connected with adult staff, other students, and the community.

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)
	2014-15	2015-16				
Use Positive Behavior Intervention Support strategies.	Ongoing	Ongoing	Principal PBIS Team, Mental Health,	Decentralized budget	<ul style="list-style-type: none"> • Monthly assemblies reviewing behavior expectations • Teach Behavior Expectations • Train TA's in Systematic Supervision • Update/clarify behavior referral process 	In Progress
Teach the Bully Prevention curriculum.	Ongoing	Ongoing	Principal Mental Health Classroom Teachers	Decentralized budget	Teach Bully Prevention curriculum to all students during the first few months of school and review throughout the year	In Progress
Safety team meetings and completion of REMS plan	Ongoing	Ongoing	Safety team, admin, B &A	Decentralized budget	Monthly team meetings, safety drills	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.