

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **1056** School Name: **BROMWELL ELEMENTARY SCHOOL** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

24.8% of students did not Meet or Exceed Expectations on CMAS ELA.
The difference in performance between GT and Non-GT students was 23.1% for CMAS ELA.
25.6% of students did not Meet or Exceed Expectations on CMAS Math.
The difference in performance between Students and Color and White students was 19% for CMAS Math.
The difference in performance between GT and Non-GT students was 38.8% for CMAS Math.
Only 20% of students identified as SBGL moved to At/Above Grade Level within the 2014-15 school year.

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

Teachers have not yet mastered how to monitor and analyze student work in order to identify gaps and plan for re-teaching.
Teachers have not been supporting students with the fluency and vocabulary development needed to build conceptual understanding.
On a consistent basis, teachers are not using a guided reading/literature circle planning guide to support strategic teaching within small group reading instruction.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Teachers will meet in Data Driven Instruction teams on a weekly basis with School Leadership to review the Launch, Explore, Summary Instructional Model as they align to the Core Action Steps, analyze student work, identify trends, and plan for re-teaching.
Teachers will strengthen students' accuracy, efficiency, and flexibility with mental math computation strategies.
Teachers will improve their understanding regarding the stages of guided reading and the components of literature circles.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the 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			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 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.

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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 and Planning 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 supports 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.

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
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)
 Diagnostic Review and Planning Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

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

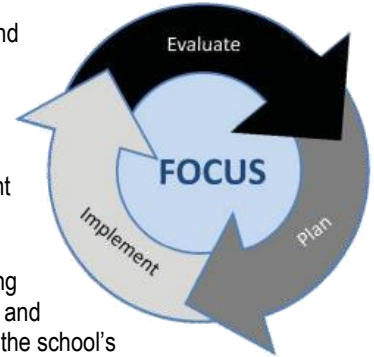
1	Name and Title	Jody Cohn, Bromwell Principal
	Email	Jody_Cohn@dpsk12.org
	Phone	720-424-9334
	Mailing Address	2500 E. Fourth Avenue Denver, Colorado 80206
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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Section III: Narrative on Data Analysis and Root Cause Identification

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



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned 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, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

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.

<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., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state 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), if available. 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 strategy(s) is encouraged.</p>
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Bromwell has been a cornerstone of the Cherry Creek North neighborhood since the school opened in 1906. We have a current enrollment of 321 students ECE through Fifth grade. Currently, we have 7.5% of our students on free and reduced lunch, and 75% student are White and 29.4% of our students are Students of Color. Families who attend Bromwell discover a tight-knit and supportive community of teachers and staff who exceed expectations, parents who are committed and involved in the school, and students who support one another in their learning and achievement. Our building was recently renovated with Mill Levy 2012 dollars, with major upgrades including: A 21st Century Learning Environment, A New Library Center, and A full-day, 4 year old ECE classroom.

Bromwell also provides a variety of enrichment opportunities beyond academic learning that help support student socio-emotional growth and allow our students to become active members of our broader Bromwell community. Our rotating weekly specials include Technology, Drama, PE & Dance, Drama and Visual Arts. Our school health and wellness team provides school counseling, psychology, and nursing services. Bromwell also employs academic support staff such as Gifted and Talented Teacher, Reading Intervention Teacher, and English as Second Language Teacher.

Current Performance/Trend Analysis:

Literacy:

The percentage of students who Met or Exceeded Expectations on CMAS ELA was 77.1% in 3rd grade, 75.0% in 4th grade, and 73.5% in 5th grade. Overall, 75.2% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 72.2% for Hispanic students and 70.4% for Students of Color. The district averages were 22.6% for Hispanic students and 24.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 76.3%.

86.3% of students identified as Gifted/Talented Met or Exceeded Expectations on CMAS ELA. 63.2% of students who are not identified as Gifted/Talented Met or Exceeded Expectations on CMAS ELA. Both groups were above the district averages.

Math:

The percentage of students who Met or Exceeded Expectations on CMAS Math was 77.6% in 3rd grade, 72.7% in 4th grade, and 73.5% in 5th grade. Overall, 74.6% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.

The percentage of students Meeting or Exceeding Expectations on CMAS Math was 50.0% for Hispanic students and 59.3% for Students of Color. The district averages were 15.2% for Hispanic students and 16.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 78.3%.

93.2% of students identified as Gifted/Talented Met or Exceeded Expectations on CMAS Math. 54.4% of students who are not identified as Gifted/Talented Met or Exceeded Expectations on CMAS Math. Both groups were above the district averages.

Science:

The percentage of students performing at Strong and Distinguished on CMAS Science increased from 60% in 2014 to 67% in 2015. Both years were significantly above the district averages of 21% in 2014 and 19% in 2015.

READ Act:

The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level increased from 92% in 2014 to 95% in 2015. Both years were significantly above the district averages of 62% in 2014 and 64% in 2015.

20% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was above the district average of 10%.

100% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was significantly above the district average of 35%.

ACCESS:

The MGP for ACCESS increased from 54.5 in 2013 to 88.5 in 2014 followed by a decrease to 45.5 in 2015.

Priority Performance Challenges:

24.8% of students did not Meet or Exceed Expectations on CMAS ELA.

The difference in performance between GT and Non-GT students was 23.1% for CMAS ELA.

25.6% of students did not Meet or Exceed Expectations on CMAS Math.

The difference in performance between Students and Color and White students was 19% for CMAS Math.

The difference in performance between GT and Non-GT students was 38.8% for CMAS Math.

Only 20% of students identified as SBGL moved to At/Above Grade Level within the 2014-15 school year.

Root Cause Analysis:

Teachers have not yet mastered how to monitor and analyze student work in order to identify gaps and plan for re-teaching.

Teachers have not been supporting students with the fluency and vocabulary development needed to build conceptual understanding.

On a consistent basis, teachers are not using a guided reading/literature circle planning guide to support strategic teaching within small group reading instruction.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 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.*

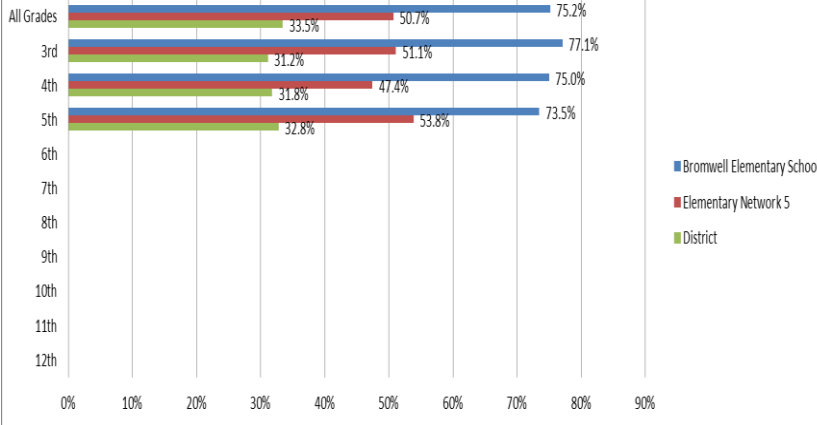
Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percentage of non-GT/HGT students scoring proficient/advanced on the DPS Literacy interim will be 90%.	87% of students who were non-GT/HGT scored proficient/advanced on the DPS Literacy interim. The target was not met by 3%.	Teachers have not mastered providing literacy group collaborative structures with specified student roles and a defined group purpose to raise engagement with a variety of increasingly complex texts through a high level of discourse.
Academic Growth	The percentage of students scoring proficient/advanced on the DPS Literacy interim will be 80%.	92% of students scored Proficient/Advanced on the DPS Literacy interim. The target was exceeded by 12%.	
	The percentage of students scoring proficient/advanced on the DPS Math interim will be 85%.	88% of students scored Proficient/Advanced on the DPS Math interim. The target was exceeded by 3%.	
Academic Growth Gaps			
Postsecondary & Workforce 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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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)	<p style="text-align: center;">All ELA Assessments Percent Met and Exceeded Expectations</p>  <table border="1" style="margin-top: 10px;"> <caption>ELA Assessment Data</caption> <thead> <tr> <th>Grade</th> <th>Bromwell Elementary School</th> <th>Elementary Network 5</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>75.2%</td> <td>50.7%</td> <td>33.5%</td> </tr> <tr> <td>3rd</td> <td>77.1%</td> <td>51.1%</td> <td>31.2%</td> </tr> <tr> <td>4th</td> <td>75.0%</td> <td>47.4%</td> <td>31.8%</td> </tr> <tr> <td>5th</td> <td>73.5%</td> <td>53.8%</td> <td>32.8%</td> </tr> </tbody> </table> <p>The percentage of students who Met or Exceeded Expectations on CMAS ELA was 77.1% in 3rd grade, 75.0% in 4th grade, and 73.5% in 5th grade. Overall, 75.2% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.</p>	Grade	Bromwell Elementary School	Elementary Network 5	District	All Grades	75.2%	50.7%	33.5%	3rd	77.1%	51.1%	31.2%	4th	75.0%	47.4%	31.8%	5th	73.5%	53.8%	32.8%	24.8% of students did not Meet or Exceed Expectations on CMAS ELA.	Teachers have not yet mastered how to monitor and analyze student work in order to identify gaps and plan for re-teaching.
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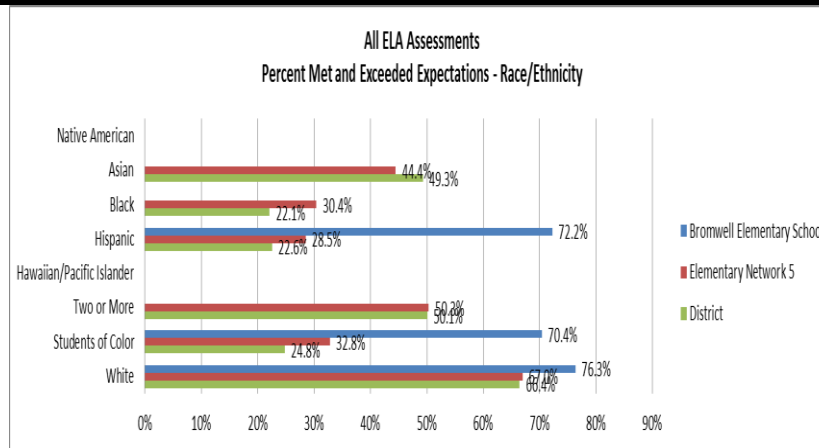
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Performance Indicators

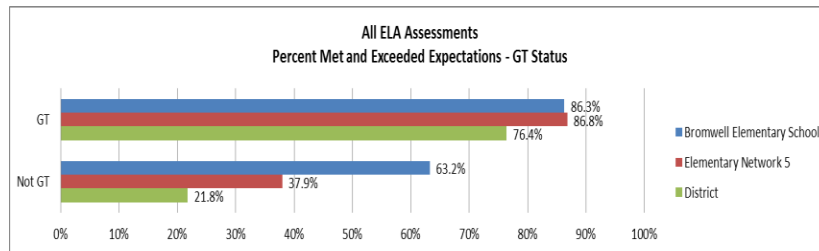
Description of Notable Trends
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Priority Performance
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Root Causes



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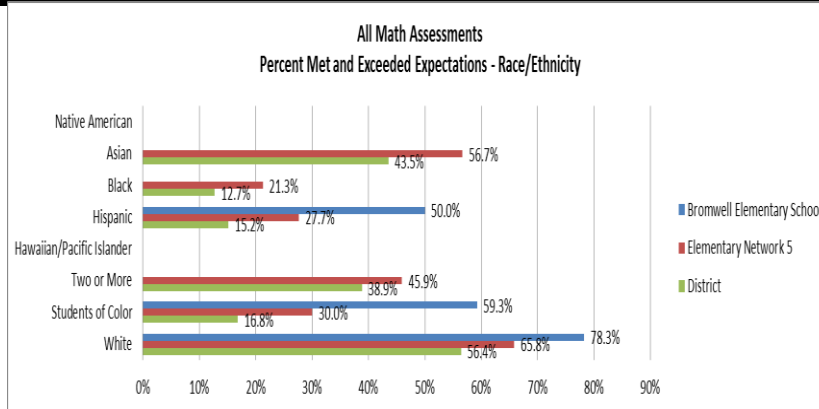
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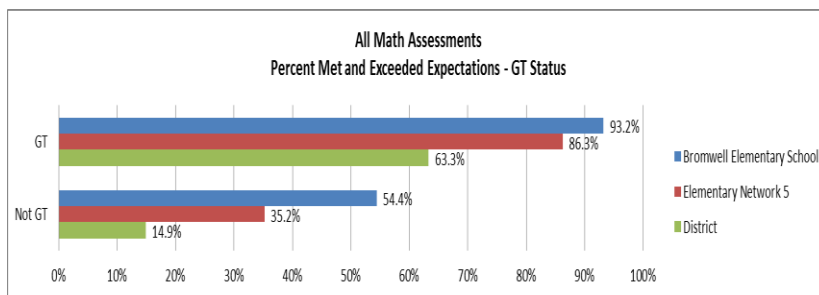
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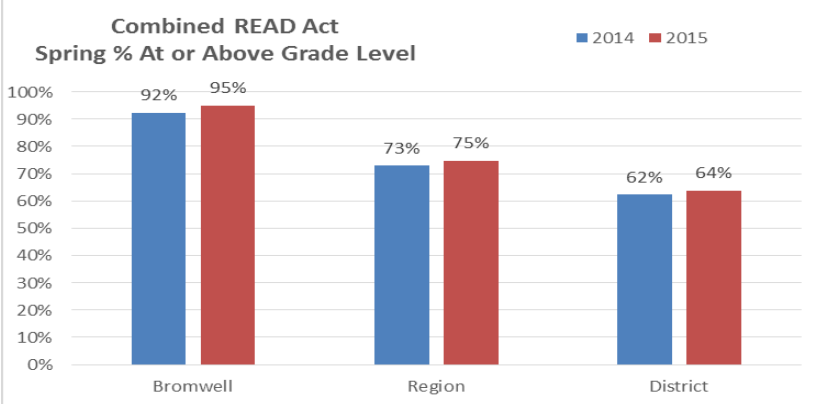
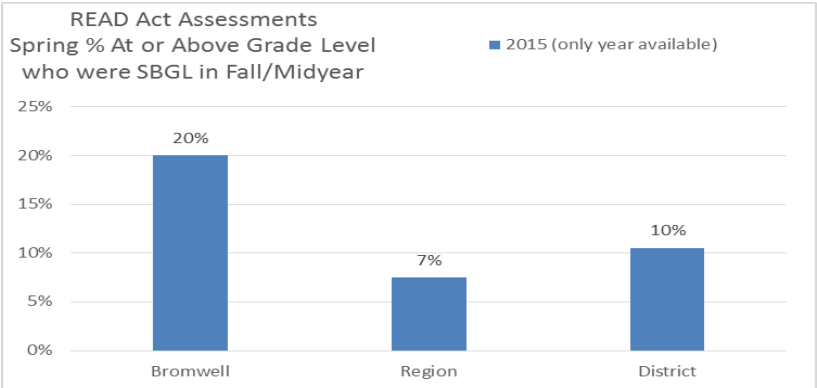
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	<p style="text-align: center;">Combined READ Act Spring % At or Above Grade Level</p>  <table border="1"> <caption>Combined READ Act Spring % At or Above Grade Level</caption> <thead> <tr> <th>Entity</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Bromwell</td> <td>92%</td> <td>95%</td> </tr> <tr> <td>Region</td> <td>73%</td> <td>75%</td> </tr> <tr> <td>District</td> <td>62%</td> <td>64%</td> </tr> </tbody> </table> <p>The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level increased from 92% in 2014 to 95% in 2015. Both years were significantly above the district averages of 62% in 2014 and 64% in 2015.</p> <p style="text-align: center;">READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear</p>  <table border="1"> <caption>READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear</caption> <thead> <tr> <th>Entity</th> <th>2015 (only year available)</th> </tr> </thead> <tbody> <tr> <td>Bromwell</td> <td>20%</td> </tr> <tr> <td>Region</td> <td>7%</td> </tr> <tr> <td>District</td> <td>10%</td> </tr> </tbody> </table> <p>20% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was above the district average of 10%.</p>	Entity	2014	2015	Bromwell	92%	95%	Region	73%	75%	District	62%	64%	Entity	2015 (only year available)	Bromwell	20%	Region	7%	District	10%	<p>Only 20% of students identified as SBGL moved to At/Above Grade Level within the 2014-15 school year.</p>	<p>On a consistent basis, teachers are not using a guided reading/literature circle planning guide to support strategic teaching within small group reading instruction.</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																								
	<p>READ Act Assessments Spring % At Below Grade Level or Above who were SBGL in Fall/Midyear</p>  <p>100% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was significantly above the district average of 35%.</p>																																																										
Academic Growth	<p>2013-2015 ACCESS MGP - All Grades and By Grade</p>  <p>The MGP for ACCESS increased from 54.5 in 2013 to 88.5 in 2014 followed by a decrease to 45.5 in 2015.</p> <table border="1" data-bbox="493 1219 1255 1339"> <thead> <tr> <th></th> <th>All Grades</th> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> <th>06</th> <th>07</th> <th>08</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>54.5</td> <td>43</td> <td>91</td> <td>44.5</td> <td>16</td> <td>71</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>88.5</td> <td>97</td> <td>90</td> <td>67</td> <td>49</td> <td>49</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>45.5</td> <td>66</td> <td>82</td> <td>44</td> <td>47</td> <td>35</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		All Grades	01	02	03	04	05	06	07	08	09	10	11	12	2013	54.5	43	91	44.5	16	71	0	0	0	0	0	0	0	2014	88.5	97	90	67	49	49	0	0	0	0	0	0	0	2015	45.5	66	82	44	47	35	0	0	0	0	0	0	0		
	All Grades	01	02	03	04	05	06	07	08	09	10	11	12																																														
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

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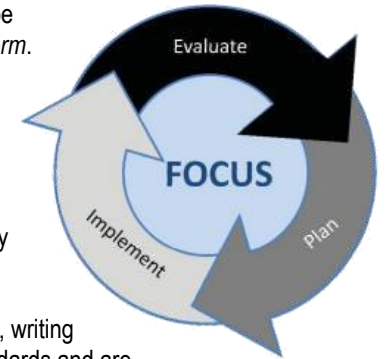
Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. 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 were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned 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 on TCAP is not 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 this school 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 state assessment transition guidance document 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 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA 24.8% of students did not Meet or Exceed Expectations on CMAS ELA. The difference in performance between GT and Non-GT students was 23.1% for CMAS ELA.	The percentage of students scoring Meets/Exceeds will remain at 75% or above. The percentage of Non GT students scoring Meets/Exceeds will increase from 63.2% to 65%.	The percentage of students scoring Meets/Exceeds will remain at 75% or above. The percentage of Non GT students scoring Meets/Exceeds will increase from 65% to 70%.	ANet Interim assessments	Teachers will meet in Data Driven Instruction teams on a weekly basis with School Leadership to review the Launch, Explore, Summary Instructional Model as they align to the Core Action Steps, analyze student work, identify trends, and plan for re-teaching.
		READ Only 20% of students identified as SBGL moved to At/Above Grade Level within the 2014-15 school year.	40% of students identified as SBGL will move to At/Above Grade Level.	60% of students identified as SBGL will move to At/Above Grade Level.		
		M 25.6% of students did not Meet or Exceed Expectation on CMAS Math. The difference in performance between Students and Color and White students was 19% for CMAS Math. The difference in performance between GT and Non-GT	The percentage of students scoring Meets/Exceeds will increase to 75% or above. The percentage of Students of Color scoring Meets/Exceeds will increase from 59.3% to 65%. The percentage of Non GT students scoring Meets/Exceeds will	The percentage of students scoring Meets/Exceeds will remain at 75% or above. The percentage of Students of Color scoring Meets/Exceeds will increase from 65% to 70%. The percentage of Non GT students scoring Meets/Exceeds will	ANet Interim assessments	Teachers will meet in Data Driven Instruction teams on a weekly basis with School Leadership to review the Launch, Explore, Summary Instructional Model as they align to the Core Action Steps, analyze student work, identify trends, and plan for re-teaching.

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			students was 38.8% for CMAS Math.	increase from 54.4% to 70%	increase from 70% to 80%.		Teachers will strengthen students' accuracy, efficiency, and flexibility with mental math computation strategies.
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy 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: Teachers will meet in Data Driven Instruction teams on a weekly basis with School Leadership to review the Launch, Explore, Summary Instructional Model as they align to the Core Action Steps, analyze student work, identify trends, and plan for re-teaching.

Root Cause(s) Addressed: Teachers have not yet mastered how to monitor and analyze student work in order to identify gaps and plan for re-teaching.

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
 READ Act Requirements
 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)
	2015-16	2016-17				
Teachers will address the standards using an instructional model, which supports “inquiry based” teaching, and learning. The Launch, Explore, and Summarize Model, defines both the teachers’ and students’ role during each phase of instruction.	9/15-5-16		Jody Cohn Joel Stewart Courtney Waring Classroom Teachers	Student Based Budgeting Lesson Study using the Connected Mathematics Project DDI PD Sessions	Weekly vertical team meetings within the area of content (Literacy and Math) One-to-one teacher meetings with school leader to discuss Observable components of the LES within lessons. Obs./Feedback	In progress
Teachers will create exemplars, link student work to instruction, and identify trends and articulate strategies for re-teaching during weekly DDI meetings.	9-15-5-16		Classroom Teachers Jody Cohn Joel Stewart RTI & GT	Student Based Budgeting Uncommon Schools DDI Protocol Teacher Exemplars Student Work	Weekly vertical team meetings with the area of content. One-to –one teacher meetings with school leaders to discuss the student work as a result of the reteach.	In progress

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<p>Teachers will examine and reflect on the Core Action Steps to build understandings and experiences with CCSS aligned instruction.</p>	<p>9-15 to 5-15</p>	<p>Classroom teachers Jody Cohn Joel Stewart</p>		<p>Observation/Feedback Sessions Co-planning</p> <p>Instructional Practice Guide: Coaching (achieve the core.org/coaching tool) Instructional Practice Guide: Lesson Planning-designed for teacher to support them in creating lesson aligned to the CCSS</p> <p>DDI</p> <p>PD Sessions</p>	<p>On a weekly basis teachers will use the Core Action steps to help them plan, reflect and collaborate during DDI meetings. The Core Actions and indicators will be evident and observable in instruction.</p>	<p>In progress</p>

* 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: Teachers will strengthen students' accuracy, efficiency, and flexibility with mental math computation strategies.
Root Cause(s) Addressed: Teachers have not yet mastered how to monitor and analyze student work in order to identify gaps and plan for re-teaching. Teachers have not been supporting students with the fluency and vocabulary development needed to build conceptual understanding.

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
 READ Act Requirements
 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)
	2015-16	2016-17				
Teachers will move forward in mathematical dispositions as outlined through a process called, Number Talks.	9-15 to 5-15		Courtney Waring Jody Cohn Joel Stewart	Learning Lab Demonstrations In-classroom coaching Observation/Feedback Cycle PD Sessions	Daily Number Talk Conversations in classrooms with observable opportunities for students to investigate and apply mathematical relationships.	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: Teachers will improve their understanding regarding the stages of guided reading and the components of literature circles.

Root Cause(s) Addressed: On a consistent basis, teachers are not using a guided reading/literature circle planning guide to support strategic teaching within small group reading 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
 READ Act Requirements
 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)
	2015-16	2016-17				
Teachers will use guided reading planning guides and literature circle protocols to plan for small group reading instruction.	11-15 to 5-15		Ligia Gibson Jody Cohn Joel Stewart Melissa Zink Penny Pickle	Professional Study Group and PD on Guided Reading and Literature Circles. Obs./Feedback Conversations	Teachers will provide evidence of a guided reading and/or literature circle on a weekly basis.	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.

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)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

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