COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 1528   School Name: CHELTENHAM ELEMENTARY SCHOOL Official 2014 SPF: 1 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.*

STATUS:
- The percentage of our students who met or exceeded expectations on PARCC Assessment was 13.7% for ELA, and is 26.4% below the state average of 40.1%. This is significant because it indicates that less than 1/4 of our students are reading on grade level and at state expectations; moreover, it is our school's content area of focus.
- The percentage of our students who met or exceeded expectations on PARCC assessment was 8.9% for Math, and is 24.43% below the state average of 33.33%. This is significant, because less than 10% of all Cheltenham students are meeting standards in mathematics.

GROWTH:
- 17% of students who were identified as SBGL in the fall of 2014, improved to at/above grade level in Spring 2015, which is 7% above the district average of 10%.

GROWTH GAPS:
- The Median Growth Percentile of our students with special needs on the Reading TCAP has decreased from 2011 (47.5 MGP) to 2014 (38 MGP) and is below by 27 MGP the state expectation of 65. PARCC data shows a similar gap for 2015, with 5.6% of students with special needs meet expectations as compared to 14.7% of students without an IEP.

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.*

- We do not have a consistently-implemented, school-wide system for addressing severe needs or multiple-offense students.
- We do not have services that equitably and holistically address needs of students with identified disabilities.
- Teachers' foundational knowledge of Common Core State Standards is underdeveloped.
- We have not focused on teacher retention and have lost over 50% of Cheltenham teachers every year for the past 3 years. This affects our ability to build a PD plan from year to year, and we start over with new staff consistently.

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.*

- Deepen teachers' understanding of reading standards and strategies, and how to use those skills to close gaps in reading achievement.
- Design and implement classroom learning environments (routines, structures, etc.) that maximize instructional time in support of equitable growth for overall students and special populations on CCSS.
- Create a platooning model, where teachers can become content area experts and receive focused coaching in their specific content area.

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

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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	An optional submission for review is available on October 15, 2015 for early feedback from CDE. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
	January 15, 2016	The school UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
	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/uip/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 3rd 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).	Turnaround Plan - Entering Year 2 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Turnaround Plan. The plan must be submitted by January 15, 2016 along with the required Turnaround Plan addendum for review. The updated plan must also be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
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.	Awarded a TIG Grant	In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model - Transformation. Note the specialized requirements for grantees included in the Quality Criteria document.
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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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?	Yes; Tiered Intervention Grant, April, 2015
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 and Planning Grant

☐ School Improvement Support Grant ☐ READ Act Requirements ☐ Other:

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| School Contact Information	(Additional contacts may be added, if needed)	
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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.
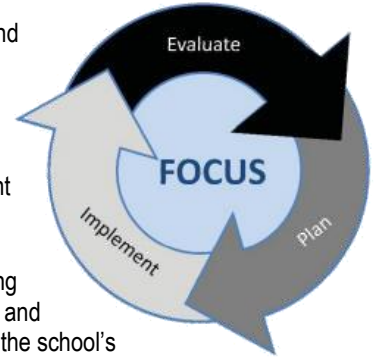
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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.

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).	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.	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.	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.	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.

Narrative:

Description of School Setting and Process for Data Analysis

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Cheltenham Elementary is a neighborhood school serving Northwest Denver families and students in ECE – 5th grade. With an average enrollment of about 500 students, Cheltenham's demographic make-up consists of 98% students qualify for free/reduced lunch, 95% are students of color, 40% English Language Learners, and 10-12% of students have special needs.

To engage the school in the UIP process, the entire staff was involved in a data analysis led by our Instructional Support Partner (a familiar but third party support) that pulled data from our SPF. Once trends were identified by the staff, the School Leadership Team, comprised of teachers across grades and subjects (primary, upper elementary, special ed, general ed, specials), as well as the Dean of Students, Teacher Effectiveness Coach (TEC), Literacy Facilitator, and administrators, reviewed the trends and worked through a root cause analysis. The administrative team narrowed down to three major instructional strategies that aligned to the data trends and root causes. From there, additional teachers joined the SLT to help flesh out the action steps for each major instructional strategy. The administrative team then honed these to include in the UIP document.

Revisions have been made to the UIP as of the Fall 2015 in order to reflect progress toward targets, as well as incorporate the School Leadership Team's work on the Instructional Priority Goal Plan (IPGP) drafted in the Spring and Summer of 2015.

Trend Analysis
STATUS
- The percentage of our students overall scoring meets or above on the ELA PARCC is 13.1% and is below by 27% the state average of 40.1%
- While the percent of our students overall scoring at or above grade level according to READ Act data has slightly declined from 2012 (44%) to 2015 (41%), the percentage of our Kinder and 1st grade students overall at or above grade level according to READ Act data has significantly declined from 2012 (57% Kinder, 51% 1st) to 2015 (34% Kinder, 39% 1st).

GROWTH
- Growth percentile's cannot be measured at this time, with the switch from TCAP to PARCC. PARCC growth data will not be available until spring of 2017.
- The median growth percentile of our students overall on ACCESS has decreased from 2013 (70 MGP) to 2015 (45.45 MGP).

GROWTH GAPS
- The Median Growth Percentile of our students with special needs on the Reading TCAP has decreased from 2011 (47.5 MGP) to 2014 (38 MGP) and is below by 27 MGP the state expectation of 65. PARCC data shows a similar gap for 2015, with 5.6% of students with special needs meet expectations as compared to 14.7% of students without an IEP.

Priority Performance Challenges
- STATUS: The percentage of our students overall scoring Meets or Above on PARCC ELA is 13.2%, which is below by 27% the state average of 40.1%.
- GROWTH: The MGP of our ELL students has decreased from 2013 (70 MGP) to 2015 (45.5 MGP)

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- **GROWTH GAPS:**
    - The percentage of our students receiving Free/Reduced Lunch scoring Proficient (on grade level) for DRA2/EDL2 has maintained a gap of 20% or greater as compared to non-FRL students from 2009 (44% compared to 74%) to 2014 (53% compared to 77%). PARCC data shows a similar gap for 2015, with 5.6% of students with special needs meet expectations as compared to 14.7% of students without an IEP.

Root Cause Analysis

- STATUS: Teachers' foundational knowledge of Common Core State Standards is underdeveloped. *This was verified by teachers' acknowledgement of needing to understand the standards more deeply—content, rigor, and examples—as well classroom observations of their lessons. Additionally, in a recent interim analysis based on CCSS, teachers struggled to accurately identify the correct standard to focus on and new methods to teach that standard and its sub-skills, as noted in their reteach action plans.*
- GROWTH: English Language Development time has not been prioritized; as such students did not have consistent time devoted to English Language Development.
- GROWTH GAPS: The current schedule does not allow for collaboration between classroom teachers and SpEd team, and service delivery to students with special needs interrupts core instruction. Also, teachers' foundational knowledge of Common Core State Standards is underdeveloped. *In the past, special education teachers sometimes serviced students during core instruction based on the CCSS; special ed students' performance on those standards is rarely addressed in a collaborative format with special ed teachers and general ed teachers. This was verified by looking more closely at special education schedules this year to ensure no crossover with core instruction, as well as data from teachers regarding the lack of collaborative time to discuss needs of students.*

After identifying the root causes above, the administrative team looked at the various reasons identified and synthesized them into three major areas for focus. We looked at the resources available to us and the work already begun in our school, prioritizing reading instruction, discipline systems to support classroom teachers and students, and closing the gap for special education students. These were draft ideas until we met with our SLT again to finalize. Once SLT looked at the major improvement strategies and agreed they responded to the root causes, the SLT (plus some a couple extra teachers for expanded perspective) fleshed out a) the ideal state if each strategy was executed well and addressed in the next couple of years; b) the specific action steps needed to arrive at that ideal state.

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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)	Target is excluded because it was based on percent proficient on interims and we don't have the data to evaluate the target.	Target is excluded because it was based on percent proficient on interims and we don't have the data to evaluate the target.	
	The percentage of our K-3 students scoring at or above reading level on DRA2 will be 43%.	On the Spring 2015 DRA/EDL, **40.75%** of K-3 students scored at or above grade level, which is **2.25% below** the established target.	While teachers were trained in early literacy intervention such as GRP, implementation was not consistent enough to close gaps for students who enter school significantly below grade level.
	The percentage of our K-3 ELLs scoring at or above reading level on EDL2 will be 57%.	On the Spring 2015 DRA/EDL2, **40.75%** of K-3 students scored at or above grade level, which is **2.25% below** the established target.	
	Target is excluded because it was based on percent proficient on interims and we don't have the data to evaluate the target.	Target is excluded because it was based on percent proficient on interims and we don't have the data to evaluate the target.	
Academic Growth	Target is excluded because it was based on percent proficient on interims and we don't have the data to evaluate the target.	Target is excluded because it was based on percent proficient on interims and we don't have the data to evaluate the target.	
	The median growth percentile for our ELLs on the ACCESS Overall will be 65.	On the 2015 ACCESS, the median growth percentile for our ELL students was **45.5**, which is **19.5 below** the established target.	ELD block not fully implemented or scheduled. Students did not have consistent ELD time devoted to language development.

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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.
	Target is excluded because it was based on percent proficient on interims and we don't have the data to evaluate the target.	Target is excluded because it was based on percent proficient on interims and we don't have the data to evaluate the target.	
Academic Growth Gaps	The percentage of our students receiving Free/Reduced Lunch scoring Proficient (on grade level) for DRA2/EDL2 will be 60%.	On the Spring 2015 DRA2, **42%** of students receiving Free/Reduced Lunch scored at or above grade level, which is **18% below** the established target.	Teachers have not fully implemented GRP as an intervention model for students who are SGBL in reading. 99% of Cheltenham students qualify for Free/Reduced Lunch, as such we are not making adequate progress for all students.
	Target is excluded because it was based on percent proficient on interims and we don't have the data to evaluate the target.	Target is excluded because it was based on percent proficient on interims and we don't have the data to evaluate the target.	
Postsecondary & Workforce Readiness			

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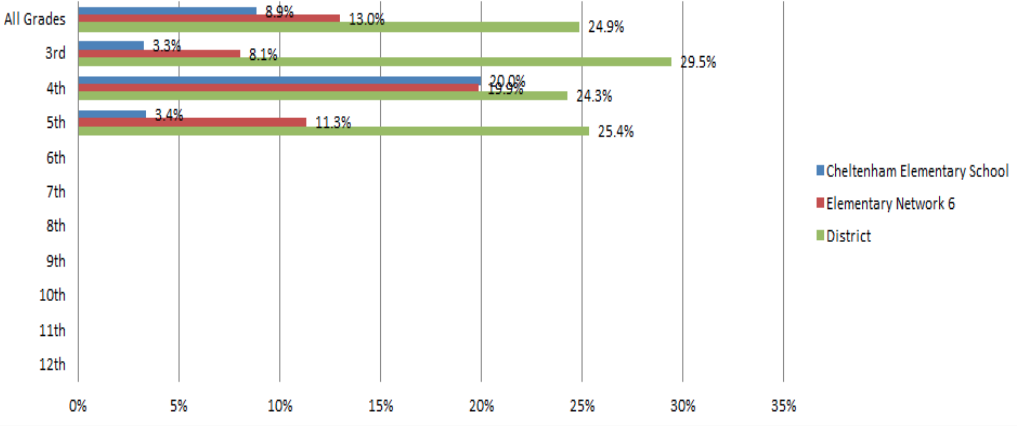Approved 6/17/2015 for 2015-2016

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)	**All ELA Assessments Percent Met and Exceeded Expectations** (bar chart showing: All Grades – 13.7%, 12.4%, 33.5%; 3rd – 6.8%, 8.5%, 31.2%; 4th – 22.0%, 15.0%, 31.8%; 5th – 10.3%, 12.9%, 32.8%; legend: Cheltenham Elementary School, Elementary Network 6, District) Cheltenham student percentage meeting or above on PARCC ELA was 13.1%, which is 27% below the state average of 40.1% and 18.8% below the district average of 31.9%	The percentage of our students overall scoring Meets or Above on PARCC ELA is below by 27% the state expectation of 40.1%.	Teachers' foundational knowledge of Common Core State Standards is underdeveloped.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	All Math Assessments **Percent Met and Exceeded Expectations** All Grades: 8.9% (Cheltenham Elementary School), 13.0% (Elementary Network 6), 24.9% (District) 3rd: 3.3%, 8.1%, 29.5% 4th: 20.0%, 19.9%, 24.3% 5th: 3.4%, 11.3%, 25.4% ■ Cheltenham Elementary School ■ Elementary Network 6 ■ District `Cheltenham student percentage meeting or exceeding on PARCC Math in 2014-2015 was 8.9%, which is 24.43% below the state average of 32.33%`		
	Kindergarten DRA/EDL proficiency rates have fluctuated wildly from 61% proficient in 2013 to 80% proficient in 2014 to only 34% proficient in 2015.		Teachers' foundational knowledge of Common Core State Standards is underdeveloped.

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

K-3 English

K-3 Spanish

Spring of 2015 READ Act data shows over 50% of students at all K-3 grade levels reading below or significantly below grade level. Current trends show a decrease in students at or above grade level

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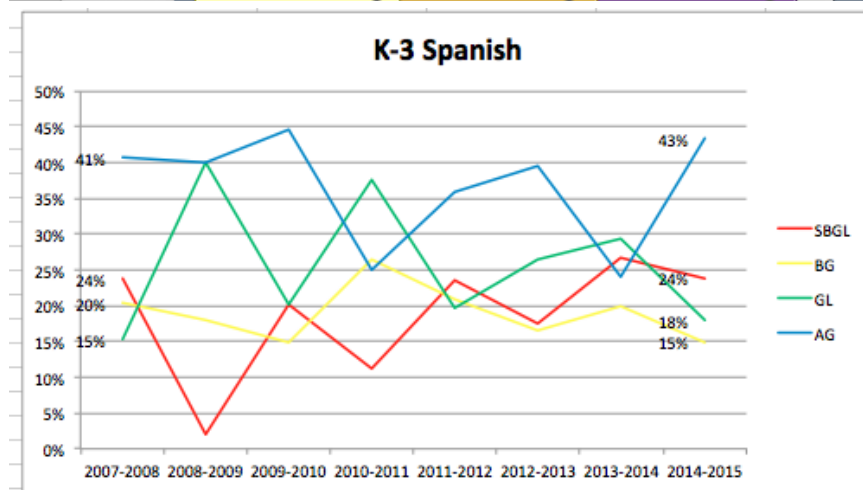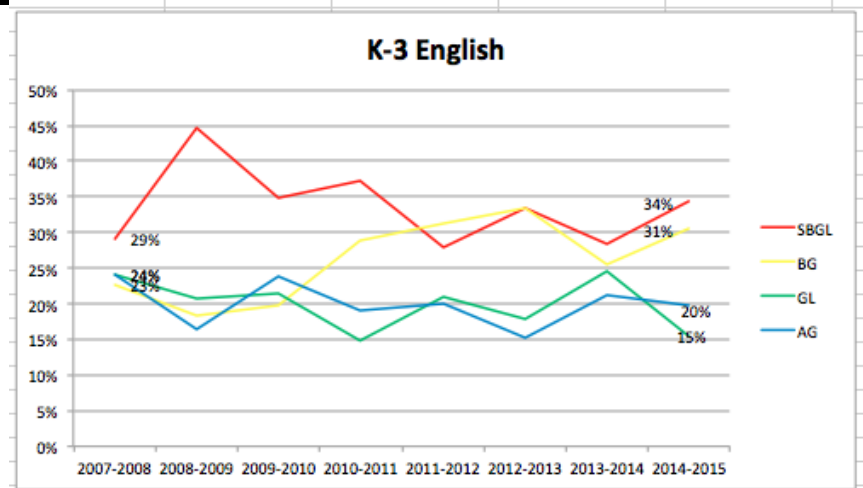| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	and an increase of students below or significantly below grade level for our English-speaking students. The reading proficiency levels for Spanish-speaking students has fluctuated wildly from 40% at grade level in 2012-13 to 24% in 2013-2014 and back to 43% in 2014-2015. Science and Social Studies scores have remained stagnant from 2014 to 2015, with CMAS Science overall 3% Strong Command or Distinguished both years, and CMAS Social Studies slightly increasing from 0% to 2% Strong Command or Distinguished.		
Academic Growth	The MGP of our ELL students has decreased from 2013 (70 MGP) to 2015 (45.5 MGP)	The MGP of our ELL students has decreased from 2013 (70 MGP) to 2015 (45.5 MGP)	Students did not have consistent ELD time devoted to language development.
	17% of students who were identified as SBGL in the fall of 2014 on READ Act, improved to at/above grade level in Spring 2015, which is 7% above the district average of 10%.		
Academic Growth Gaps	*N/A - Wait until CMAS ELA and Math Growth data is available in summer of 2016*	*N/A - Wait until CMAS ELA and Math Growth data is available in summer of 2016*	*N/A - Wait until CMAS ELA and Math Growth data is available in summer of 2016*
		N/A - Wait until CMAS ELA and Math Growth data is available in summer of 2016	*N/A - Wait until CMAS ELA and Math Growth data is available in summer of 2016*

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

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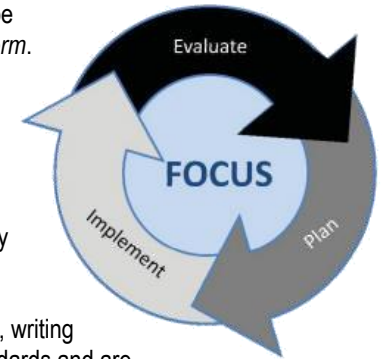
Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Current Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	The percentage of our students overall scoring Meets or Above on PARCC ELA is 13.1% which is below by 27% the state average of 40.1%.	32.2% of Cheltenham 3rd-5th Grade students will meet or exceed standards on ELA PARCC.	45% of Cheltenham 3rd-5th Grade students will meet or exceed standards on ELA PARCC.	Achievement Network Interims 4x per year	Continuation of GRP training as an intervention for SGBL readers. Purchase of Benchmark Literacy curriculum for universal literacy instruction.
		READ	34% of K-3 students read at/above grade level on DRA.	50% of K-3 students will read at/above grade level in Spring of 2016 (K: DRA 6, 1st: DRA 18, 2nd: DRA 30, 3rd: DRA 40)	60% of K-3 students will read at/above grade level in Spring (K: DRA 6, 1st: DRA 18, 2nd: DRA 30, 3rd: DRA 40)	Running records, DRA progress monitoring, and Istation	Continuation of GRP training as an intervention for SGBL readers.
				30% K-3 students who were reading Significantly Below Grade Level (SBGL) in Fall 2015 will increase to at/above grade level by Spring of 2016	50% K-3 students who were reading Significantly Below Grade Level (SBGL) in Fall 2015 will increase to at/above grade level by Spring of 2016	Running records, DRA progress monitoring, and Istation	
		M	Cheltenham student percentage meeting or exceeding on PARCC Math in 2014-2015 was 8.9%, which is 24.43% below the	21.1% of Cheltenham 3rd-5th Grade students will meet or exceed standards on Math PARCC in 2015-2016.	32% of Cheltenham 3rd-5th Grade students will meet or exceed standards on Math PARCC in 2015-2016.		Implementation and training in Engage NY Mat curriculum to insure rigor.

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			state average of 32.33%				
		S	The percentage of students who scored strong command or distinguished on CMAS science was 3%. CMAS Social Studies was 2% Strong Command or Distinguished.	10% of students will be Strong/Distinguished	20% of students will be Strong/Distinguished		
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	
		M	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	
		ELP	The MGP of our ELL students has decreased from 2013 (70 MGP) to 2015 (45.5 MGP)	MGP of our ELL students will be at 60 MGP by Spring of 2016.	MGP of our ELL students will be 70 MGP by Spring of 2017.		Implement a consistent ELD block with research-based curriculum and consistent schedule.
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	
		M	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	*Wait until CMAS ELA and Math Growth data is available in summer of 2016*	
	Graduation Rate						

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Postsecondary & Workforce Readiness	Disag. Grad Rate					
	Dropout Rate					
	Mean CO ACT					
	Other PWR Measures					

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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: Deepen teachers' understanding of reading standards and strategies, and how to use those skills to close gaps in reading achievement.

Root Cause(s) Addressed: Teachers' foundational knowledge of Common Core State Standards is underdeveloped. *And* Professional development has not focused on identifying appropriate reading strategies available.

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 identify Student Learning Objectives (SLOs) that target 2 specific reading CCSS.	9/2015-10/2015	9/2016-10/2016	Katrina Smits, TEC	Time in grade level teams (local)	Output: 1. SLOs Assessments that reflect rigor of 2 specific standards	Completed
Teachers determine SLO performance criteria and assessment opportunities.	9/2015-10/2015	9/2016-10/2016	TEC, AP, Principal, Instructional Support Partner	• Time in grade level teams (local) • Achievement Network (local) Curriculum and embedded assessment opportunities (local)	Output: 1. SLO performance criteria and rubric SLO Data sources	In Progress

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Teachers assess SLO performance using created criteria, and collaboratively determine next instructional steps in data team meetings.	8-10x/year	8-10x/year	TEC, AP, Principal, Instructional Support Partner	• Time in grade level teams (local) • Curriculum (local) Achievement Network (local)	Output: 1. SLO data Evidence of next steps planning	In Progress
Teachers collaboratively design Unit Plans and Common Formative Asssesments (CFAs) using CCSS-aligned resources from the Achievement Network (ANet)	4-5x/year (at each unit)	4-5x/year (at each unit)	Katrina Smits, TEC CJ Grace, Principal Caryn McCormick, AP	• Achievement Network (local) Release time (state)	Output: Unit plans, including formative assessments, aligned to CCSS and ANet assessments	In Progress
Teachers will participate in district-led PD around new literacy curriculum and will monitor it's effectiveness		4X per year	Matthew Dennis Instructional Support Partner	• Network Resources	Output: 1. Module plans that are aligned to rigor of CCSS. 2. Bi-monthly walkthroughs to monitor planning. 3. Walk-through rubric to measure progress.	In Progress
Hold assessment re-teach and reflection meetings that result in diagnosing instructional next steps to the objective-level.	3x/year (at interims)	3x/year (at interims)	Katrina Smits, TEC	Achievement Network (local)	Output: 1. Data analysis Reteach plans aligned to CCSS and ANet assessments	In Progress
Design professional development opportunities that identify and incorporate research-based reading strategies from Great Habits, Great Readers into Unit and Lesson Plans.	8/2015-5/2016, 2x/month	8/2016-5/2017, 2x/month	Katrina Smits, TEC CJ Grace, Principal Caryn McCormick, AP	• Achievement Network (local) • Great Habits, Great Readers text, tools (local) Literacy curriculum (Benchmark) (local)	Output: Unit & daily lesson plans that reflect deeper, accurate content knowledge (e.g. literacy skills aligned to CCSS, strategies to instruct)	Not Started

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Guided Reading Plus training for all teachers that includes a scope and sequence for the school year.	8/2015-5/2016	N/A	Robin Miranda, GRP coach	Guided Reading Plus coaches (English & Spanish; local)	Output: 1. PD sessions following scope & sequence Daily lesson plans that reflect GRP instruction for neediest students	In Progress
Create and implement Running Record trackers (which include instructional next steps and DRA/EDL level) to monitor monthly progress as a result of GRP lessons.	9/2015 start and monthly thereafter	9/2016 start and monthly thereafter	GRP coach Instructional Support Partner/TEC	Google docs (local)	Output: Running records	In Progress
Guided Reading Plus coach conducts observation/feedback cycles of GRP implementation on monthly basis for 14 teachers.	9/2015-4/2016	N/A	GRP (English) & GRP (Spanish)	Guided Reading Plus coaches (English & Spanish; local)	Output: 1. GRP lesson plans Feedback	In Progress
Create structures for horizontal and vertical collaboration and alignment on implementation of the CCSS.	Use in 8/2015-5/2016	Continue throughout 2016-2017	ILT, Teacher Leaders	• Extra pay for teachers (state) • Training on Lesson Study, other PD models for ILT, TLs (local) Release time for observation (state)	Output: Lesson study system & schedule	Not Begun
Create bank of resources and exemplars that accurately reflect the rigor of the CCSS.	Use in 8/2015-5/2016	Continue throughout 2016-2017	Teacher Leaders	Extra pay for teachers (state)	Output: 1. Bank of resources for CCSS planning Gather and organize exemplars of student work (ANet, etc.)	Not Begun
Create a schedule for literacy block that does not overlap delivery of services across general and special education. (The schedule for literacy may need to	August, 2015 to implement	Continue to monitor	CJ Grace, Principal; Caryn McCormick,	Time (local)	Output: redesigned schedule	Completed

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change in order to be flexible with special education service delivery, or to split the roles of special educators to four.)		in 2016-2017	AP; School Leadership Team (SLT); Sped team			
Create a schedule that establishes a regular time for collaboration between special education and general education teachers about differentiation in reading for students with special needs.	August, 2015 to implement	Continue to monitor in 2016-2017	CJ Grace, Principal; Caryn McCormick, AP; School Leadership Team (SLT)	Protocol for collaborative meetings between sped and gen ed teachers (local)	Output: redesigned schedule 1. Data team meetings about special ed and intervention students with sped, RtI and gen ed teachers occur at least every 6 weeks 2. Create a tracker for special education and general education teachers to use to monitor student progress and next steps	Completed

* 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.

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Major Improvement Strategy #2: Design and implement classroom learning environments (routines, structures, etc.) that maximize instructional time in support of equitable growth for overall students and special populations on CCSS.

Root Cause(s) Addressed: We do not have a consistently-implemented, school-wide system for addressing severe needs or multiple-offense students. *And we* do not have services that equitably and holistically address needs of students with identified disabilities.

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

☐ State Accreditation   ☐ Title I Focus School   X Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☐ School Improvement Support Grant

☐ READ Act Requirements   X Other Turnaround Plan: School/District Management

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				
Revise and published a flow chart representing the steps in the behavioral referral process.	Summer, 2015	Final edits in summer 2016	-Dean of Students -Asst Principal -Principal	1. Summer extra duty pay (state)	Output: Revised flow charts for minor and major behavior concerns	In Progress
Create and implement PBIS for school to recognize and reward students for positive behavior choices.			-Dean of Students -PBIS team -Asst Principal -SDT member(s) (focusing on routines & procedures)	-Budget for trophies, certificates, pins, etc. (local)	`Output: 1. Student of the Month recognition (monthly) 2. House meeting PRIDE winners (weekly) 3. Posters with PRIDE behaviors throughout school locations 4. Student awards (3x/year) PRIDE ticket winners (weekly)	Completed

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Revise PBIS to account for student motivation, success and challenges of implementation.	Summer, 2015		-Dean of Students -PBIS team -Asst Principal -SDT member(s) (focusing on routines & procedures)	-Budget for trophies, certificates, pins, etc. (local)	`Output: 1. Student of the Month recognition (monthly) 2. House meeting PRIDE winners (weekly) 3. Posters with PRIDE behaviors throughout school locations 4. Student awards (3x/year) 5. PRIDE ticket winners (weekly)	Completed
For Tier I management, NNN training for all staff to establish common school-wide expectations for students and response to student behavior.			-DPS NNN cadre -TEC -SDT member(s) -PBIS team	1. NNN training (local) 2. Restorative Practice literature for book study for all staff members (state) 3. Morning Meeting™ resources & training (state)	Output: 1. All staff trained on NNN 2. All staff trained on Restorative practices All classrooms using Morning Meeting™ structures.	Completed
For Tier II support, identify and create a resource/bank of strategies to assist staff with a variety of appropriate accommodations for Tier 2 children			-Dean of Students -School Psychologist/ Counselor -SDT member -Special Ed staff -MTSS Chair	1. Summer/added duty pay to research and develop resource bank (state) 2. Budget allocation for Dean of Students (state)	Output: 1. Bank of strategies to use in response to Tier II students and behaviors. Integration of resource bank in MTSS to support teachers' use of the strategies.	In Progress

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Write and present "Problems of Practice Professional Development" as case studies.	2x a semester	2x a semester	-Dean of Students -SDT member	1. Videos (local) 2. Role plays (local)	Output: PD sessions focusing on behavior scenarios and appropriate responses, supports, etc.	Not Begun
Implement consistent routines & rituals across all classrooms for transitions and efficiency.	August, 2015 October, 2015 January, 2016 March/April, 2016	August, 2016 October, 2016 January, 2017 March/April, 2017	-Principal -Asst Principal -Dean of Students -SDT member	1. Training in strong routines & rituals, for students and teachers, provided by Relay Grad. School of Ed. (local) 2. Extended time/PD to teach and reteach/revisit routines & rituals (local)	Output: 1. Clearly defined routines in all major aspects of school operations (lunch/recess, hallways, classroom, arrival/dismissal, school functions) All staff trained in all routines, implementing with fidelity.	In Progress
Monitor implementation of consistent routines and rituals through observation/feedback.			-Principal -Asst Principal -Dean of Students -SDT member	1. time for feedback and data analysis (local)	Output: 1. Clearly defined routines in all major aspects of school operations (lunch/recess, hallways, classroom, arrival/dismissal, school functions) All staff trained in all routines, implementing with fidelity.	In Progress
Create school/home partnership that includes a compact /contract that outlines systems and procedures, and delineates school, family and student responsibilities.	August, 2015 (registration)	Continue in 2016-2017	-School Community Liaison	-Copy budget (local) -Extra duty pay or comp time (state)	Output: 1. Compact/contract for family/school/student responsibilities	

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			-Admin team, Admin assistants			
Provide regularly scheduled informative/ interactive sessions with families to deepen understanding of school discipline systems, NNN and Restorative Justice practices.	2x/year	Start 2016	-School Psychologist/ Counselor -Community agencies -Teaching staff -Dean of students	-Food for parents (local) -Training for facilitator and materials in Eng and Span for participants (local)	Output: 1. Parent sessions on school systems (flow charts, NNN, RP)	Not Begun
Offer Love & Logic training for parents.	Oct-April, 2015-16	Start Oct 2016	-Love and Logic trained facilitator	-Food for parents (local) -Training for facilitator and materials in Eng and Span for participants (local)	Output: 1. 25+ families trained on Love and Logic	Not Begun
Hire and retain Dean of Students to support Tier II and III behavior needs.	Retain for 2015-16	Retain for 2016-17	-Admin team	-budget for Dean of Students (state)	Output: Retain Dean of Students	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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Required For Schools with a Tiered Intervention Grant (TIG) that Selected a Transformation Model

Schools that participate in the Tiered Intervention Grant and selected the Transformation Model must use this form to document grant requirements. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through descriptions of the requirements or a cross-walk of the grant program elements in the UIP.

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Describe how the LEA has granted the school sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.	Required TIG Addendum	TIG Grant funds were used to fund a Dean of Students, Technology teacher, Community Liaison. Extra support was provided by the LEA in the assignment of a full time Teacher Effectiveness Coach. LEA has a partnership with Achievement Network (ANet) to support work on data driven instruction aligned to the CCSS. Also, LEA has supported release time and stipends for teachers required to complete work with ANet. LEA has also supported administrators' participation in Relay Graduate School of Education to develop them as leaders. Flexibility in budgeting means that SEA financial support was available for additional professional development, as well as release time for each literacy unit across grades K-5. Also, to support teachers who are in a School Development Team role, funding is allocated for them to attend training, use materials, etc. to enhance their role.
Describe how the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Section IV: Action Plan or Required TIG Addendum	LEA supports the school by having the network's Instructional Superintendent conduct bi-weekly coaching sessions with the principal. Additionally, we have regular visits from Support Partners, including regarding literacy, early childhood, special education, mental health, etc. We receive ongoing professional development from Guided Reading Plus Partner. There is support from ANet to lead the data inquiry cycle for data driven instruction with the provision of interims, their online platform to support teachers, specialized data information.
Describe the process for replacing the principal who led the school prior to commencement of the transformation model (e.g., use of competencies to hire new principal).	Section IV: Action Plan	The principal and assistant principal began as the leaders of Cheltenham in summer, 2013; during the 2013-14 school year, the transformation model was selected for our school. Therefore, the principal and assistant principal were not replaced in 2014-15, but that replacement took place the year prior in 2013-14.
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) take into account data on student growth as a significant factor as well as other factors (e.g., multiple observation-based assessments) and (2) are designed and developed with teacher and principal involvement.	Section IV: Action Plan or Required TIG Addendum	Denver Public Schools uses a framework of evaluation called LEAP-Leading Effective Academic Practice which uses 12 indicators, 4 on classroom environment and 8 on instruction. The LEAP framework uses student outcomes as another component in the evaluation of teachers. We make several observations during three different windows throughout the year. Additionally, kindergarten and third grade teachers receive weekly observations and feedback.

		Instructional Superintendent and his support team do frequent grade level observations and provide building leadership with descriptive feedback from their observations.
		School admin and coaching personnel have in place a coaching system to support all teachers in improving their instructional practice. Teachers are observed/coached on a weekly or biweekly basis. Classroom teachers also receive additional support on Guided Reading Plus from a Guided Reading Plus partner.
Describe the process for Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Include how staff who have not improved their professional practice, after ample opportunities have been provided, are identified and removed.	Section IV: Action Plan or Required TIG Addendum	Teachers and leaders receive a monetary stipend for achieving pre-determined UIP strategies and for improving the school performance framework designation and student achievement.
		Midyear conversations with teachers as well as interim data conversations about performance address performance concerns. After supports are put in place and practice hasn't changed, teachers are recommended for a plan for improvement.

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Section IV: Action Plan	All teachers have received training in Guided Reading Plus as a classroom intervention and receive weekly coaching visits around the implementation of Guided Reading Plus (page 21). Quarterly, teachers in grades 4-5 receive training from Network Instructional Support Partner around implementation of Engage NY Literacy curriculum. Trainings are followed by classroom walk-through's to monitor implementation (page 21). PD for the year is planned out in our Instructional Priority Goal Planning document, which is submitted to Instructional Superintendent trimesterly. Staff PD is planned around Great Habits, Great Readers strategies (page 21).
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	Section IV: Action Plan	Teachers receive "ProComp" compensation from the district to work in Hard-to-Serve/Hard-to-staff schools. Cheltenham is designated as a Hard-to-Serve School. Teachers can also receive high growth incentives for significantly increasing student achievement. Specified teachers (6 at Cheltenham) are considered as Teacher Leaders or School Development Team Lead throughout the building. They also serve in School Development Team (SDT) roles as teacher leaders for math/literacy/guided reading/ and school culture. Each teacher receives funding as Teacher Leaders and as School Development Team members from the district. Additionally, we have provided incentive for consistent attendance at school. Teachers who miss less than 7 days of school per year are rewarded with $100 per day for everyday less than 7 that they miss in a single school year.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;	Section III: Data Narrative and Section IV: Action Plan	
Describe the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Section IV: Interim Measures on Target Setting Form and Action Plan	The data inquiry cycle occurs in two ways; summative and formative. At the summative level, using ANET interim assessments. On an on-going basis, teacher teams analyze formative assessments and determine next instructional steps in data teams/collaborate planning.

Establish schedules and implement strategies that provide increased learning time.	Section IV: Action Plan	Beginning in the 2015-2016 school year, Cheltenham implemented an A/B daily schedule. Every other day, students attend an extra round of specials. This allows students to have extra specials time to receive additional instruction in courses such as Library, Technology and Science. On those days, teachers have 90 minutes for facilitated collaborative planning time or data teams. This has allowed teachers to have an opportunity for more in-depth understanding of curriculum and assessment results.
Provide ongoing mechanisms for family and community engagement.	Section IV: Action Plan	Frequent parent meetings occur throughout the school year: "School Performance" was held in January to provide information about Title 1 schools and discussed some of the school's initial improvement strategies, like use of Achievement Network to increase rigor with instruction and support all learners through Guided Reading Plus.
		Monthly CSC meetings to discuss budgeting and school systems
		Academic Game Night, which included resources and materials for parents to use to play academic games with their children at home.
		Monthly parent newsletters,
		An ongoing system to increase Parent-Teacher Home visits where staff seek to build relationships with families
		Monthly coffee and conversation meetings with principal to increase engagement in the school and bridge culture gaps between the school and community.

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or	Section IV: A description of the selected turnaround strategy in the Action Plan Form.	☐ **Turnaround Partner.** A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners.

| more of the Turnaround Plan options must be selected and described. | If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form. | *Provide name of Turnaround Partner:* _____

X School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.
☐ **Innovation School.** School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.
☐ **School/District Management Contract.** A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute.
Provide name of Management Contractor: _____

☐ **Charter Conversion.** (For schools without a charter) The school has converted to a charter school.
☐ **Restructure Charter.** (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.
☐ **School Closure.**
☐ **Other.*** Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model"). |

*Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?