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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 1908   School Name: CORY 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.*
The difference between GT and Non-GT students on CMAS ELA was 33%.
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 need to develop a common understanding of literacy instruction aligned to CCSS.
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 be provided with effective collaboration time to review student data, plan reading and writing instruction based on the CCSS in Literacy.

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

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/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).	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	Jennifer Harris, Principal
	Email	Jennifer_harris@dpsk12.org
	Phone	720-424-8380
	Mailing Address	1551 South Steele Street, Denver, CO 80210
2	Name and Title	Margaret Wing
	Email	Margaret_wing@dpk12.org
	Phone	
	Mailing Address	1551 South Steele Street, Denver, CO 80210

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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.
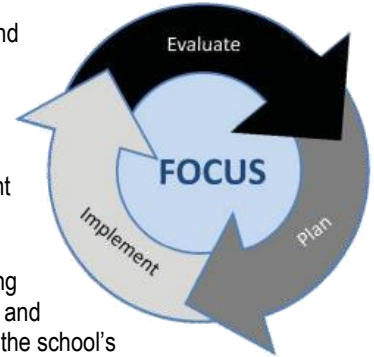
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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:	Review Current Performance:	Trend Analysis:	Priority Performance Challenges:	Root Cause Analysis:
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.

Cory Elementary is located in a neighborhood with an increasing elementary age population. Cory is a strong neighborhood school, an HGT magnet and a highly desirable choice school. As a result of a concerted effort by the Cory Community and the dedicated school staff, Cory is "Distinguished" on the Denver Public Schools School Performance Framework (SPF) and a highly rated "growth" school.

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Cory's parent community is an integral part of its success. We have a high functioning PTA, CSC and overall parent involvement. Parents support the school in a variety of ways, much of which is geared towards providing extra personnel resources within the classroom through ensuring each classroom has para support. We are working with our CSC to devise systems to increase parent involvement through setting action items using the DPS Family Engagement Standards.

Cory is currently working on systems to ensure student engagement within the school through revitalizing the school-wide positive support strategies. We are also beginning to create school-wide systems in which we can continue to encourage students to become responsible for their learning through goal setting and progress monitoring.

We currently have 385 1st-5th Grade Students broken out by the following:
- Three 1st Grade Classes
- Three 2nd Grade Classes
- Three 3rd Grade Classes
- Three 4th Grade Classes
- Three 5th Grade Classes

Instructional Models used throughout the school:
- GT/HGT Integration (1st-5th Grade)
- Platooning (beginning in 2nd Grade - 5th Grade)

Demographic Data

Year	2012/13	2013/14	2014/15	2015/16
Enrollment	377	391	388	385
Grade Levels	1st-5th	1st-5th	1st-5th	1st-5th
% FRL	10.1%	10.7%		
% Minority Combined	13.8%	12%		
% ELL	5.6%	9.7%		
% SPED	4.2%	4.9%		

Current Performance/Trend Analysis:
Literacy:

The percentage of students who Met or Exceeded Expectations on CMAS ELA was 73.8% in 3rd grade, 76.3% in 4th grade, and 87.5% in 5th grade. Overall, 79.6% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.

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41.2% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was above the district average of 21.8%. 86.4% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.

98.9% of students identified as Gifted/Talented Met or Exceeded Expectations on CMAS ELA. 65.9% 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 81.3% in 3rd grade, 73.8% in 4th grade, and 78.8% in 5th grade. Overall, 77.7% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.

48.5% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was above the district average of 14.8%. 82.7% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.

96.8% of students identified as Gifted/Talented Met or Exceeded Expectations on CMAS Math. 64.1% 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 72% in 2014 to 73% in 2015. Both years were significantly above the district averages.

READ Act:

The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased slightly from 89% in 2014 to 88% in 2014. Both years were significantly above the district averages of 62% in 2014 and 64% in 2015.

23% 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%.

ACCESS:
The MGP for ACCESS increased from 58 in 2013 to 81 in 2014 and 85 in 2015.

Priority Performance Challenges:

The difference between GT and Non-GT students on CMAS ELA was 33%.

Root Cause Analysis:
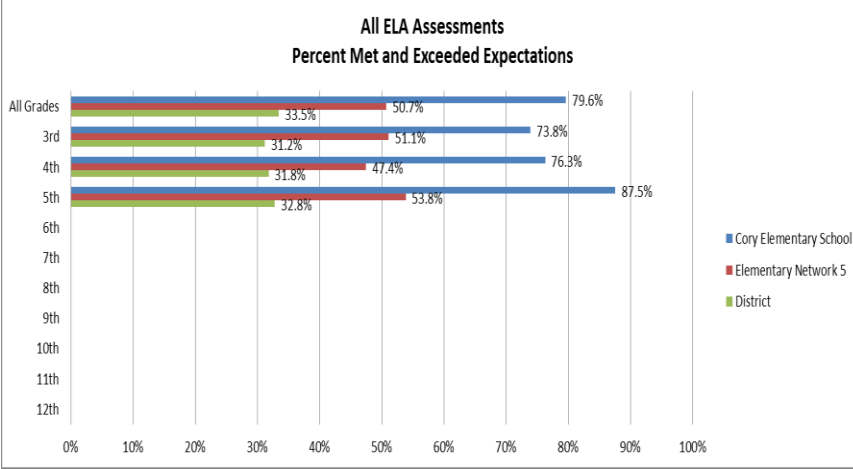We need to develop a common understanding of literacy instruction aligned to CCSS.

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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)			School discovered the need of more intensive guided reading professional development.
Academic Growth	R- The percentage of students scoring proficient/advanced on the DPS Literacy Interim will be 90%	The target was not met within 1%. Status of Spring Literacy Interim was 89%	
Academic Growth	W- The percentage of student scoring proficient/advanced on the DPS Literacy interim will be 90%	The target was not met within 1%. Status of Spring Literacy Interim was 89%	
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.
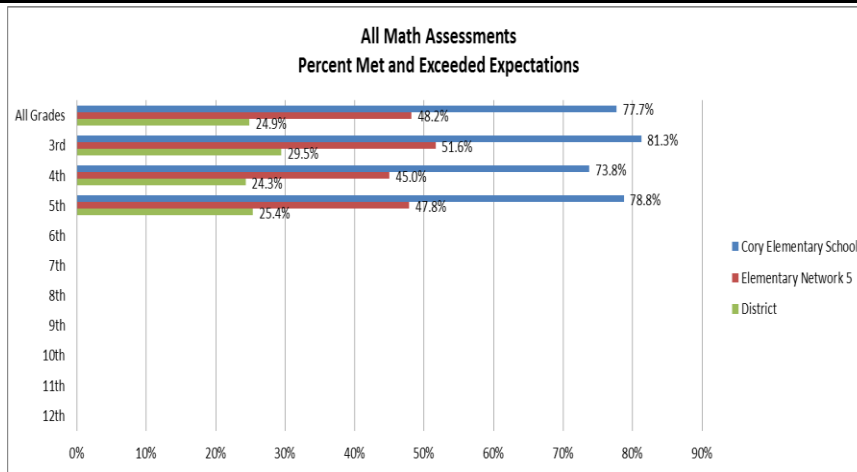
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	The percentage of students who Met or Exceeded Expectations on CMAS ELA was 73.8% in 3rd grade, 76.3% in 4th grade, and 87.5% in 5th grade. Overall, 79.6% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	All ELA Assessments **Percent Met and Exceeded Expectations - FRL Status**		

All ELA Assessments
Percent Met and Exceeded Expectations - FRL Status

Free/Reduced: 41.2% (Cory Elementary School), 28.6% (Elementary Network 5), 21.8% (District)
Paid: 86.4% (Cory Elementary School), 70.8% (Elementary Network 5), 63.8% (District)

41.2% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was above the district average of 21.8%. 86.4% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.

All ELA Assessments
Percent Met and Exceeded Expectations - GT Status

GT: 98.9% (Cory Elementary School), 86.8% (Elementary Network 5), 76.4% (District)
Not GT: 65.9% (Cory Elementary School), 37.9% (Elementary Network 5), 21.8% (District)

98.9% of students identified as Gifted/Talented Met or Exceeded Expectations on CMAS ELA. 65.9% of students who are not identified as Gifted/Talented Met or Exceeded Expectations on CMAS ELA. Both groups were above the district averages.

Priority Performance Challenges: The difference between GT and Non-GT students on CMAS ELA was 33%.

Root Causes: We need to develop a common understanding of literacy instruction aligned to CCSS.

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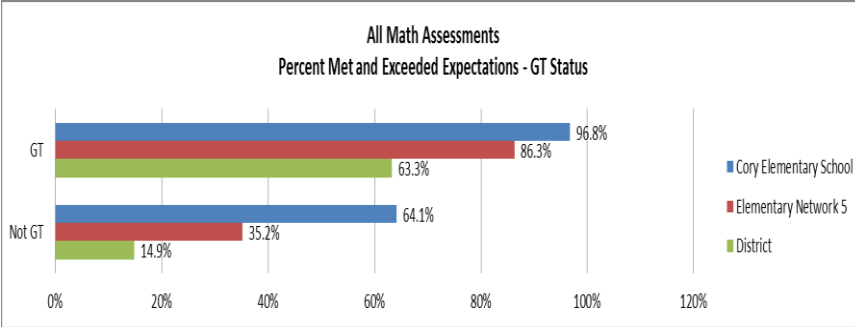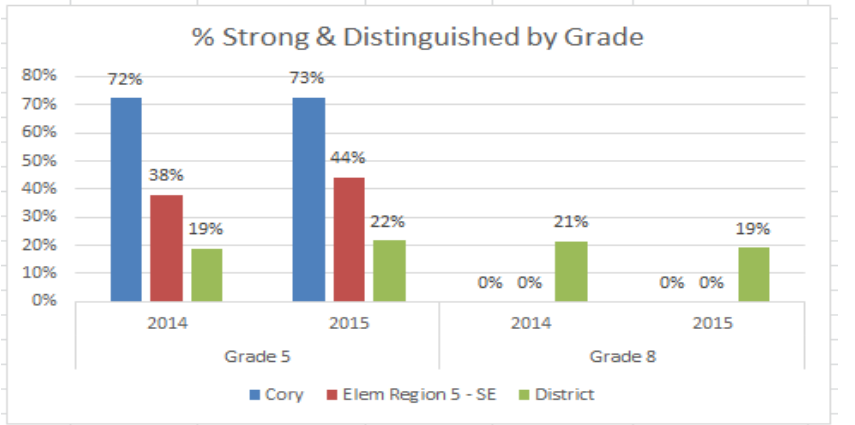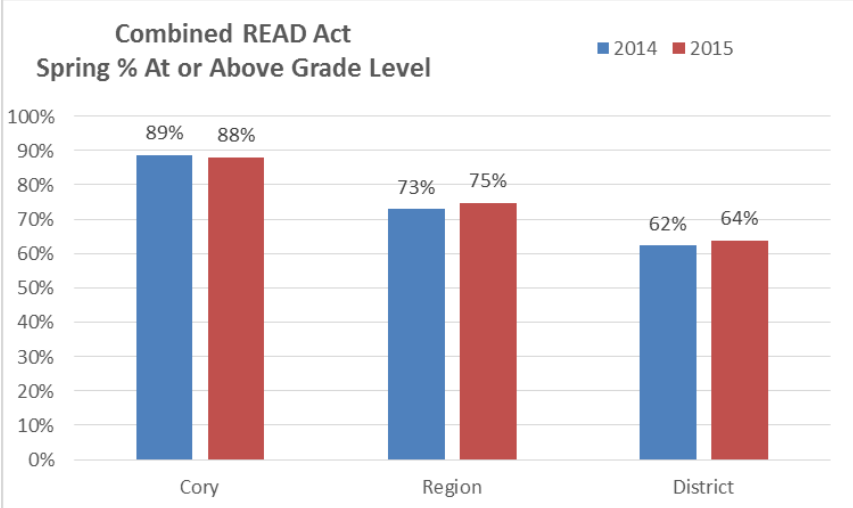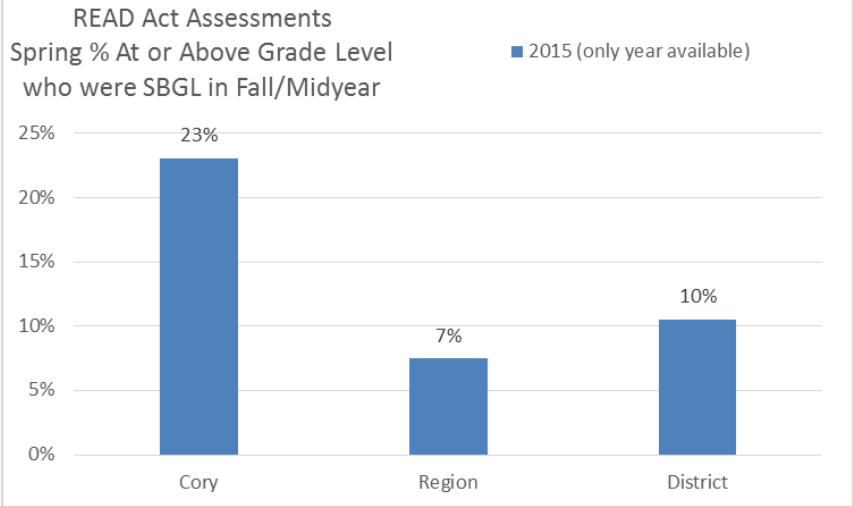| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	All Math Assessments **Percent Met and Exceeded Expectations** All Grades: 77.7% (Cory), 48.2% (Network 5), 24.9% (District) 3rd: 81.3%, 51.6%, 29.5% 4th: 73.8%, 45.0%, 24.3% 5th: 78.8%, 47.8%, 25.4% ■ Cory Elementary School ■ Elementary Network 5 ■ District The percentage of students who Met or Exceeded Expectations on CMAS Math was 81.3% in 3rd grade, 73.8% in 4th grade, and 78.8% in 5th grade. Overall, 77.7% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages. **All Math Assessments** **Percent Met and Exceeded Expectations - FRL Status** Free/Reduced: 48.5% (Cory), 27.5% (Network 5), 14.8% (District) Paid: 82.7% (Cory), 68.2% (Network 5), 52.3% (District) ■ Cory Elementary School ■ Elementary Network 5 ■ District 48.5% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was above the district average of 14.8%. 82.7% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.		

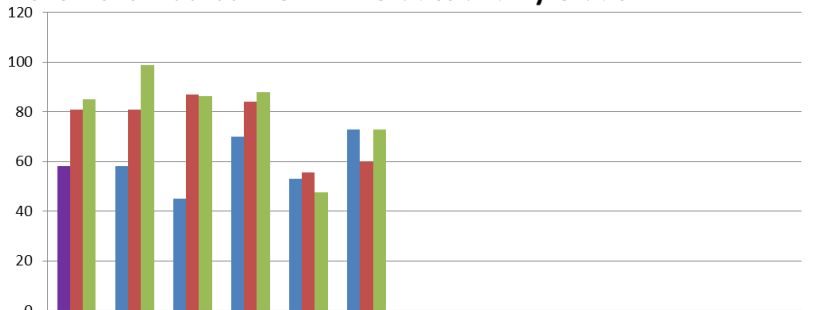School Code: 1908   School Name: CORY ELEMENTARY SCHOOL

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 - GT Status** GT: Cory Elementary School 96.8%, Elementary Network 5 86.3%, District 63.3% Not GT: Cory Elementary School 64.1%, Elementary Network 5 35.2%, District 14.9% 96.8% of students identified as Gifted/Talented Met or Exceeded Expectations on CMAS Math. 64.1% of students who are not identified as Gifted/Talented Met or Exceeded Expectations on CMAS Math. Both groups were above the district averages.		
	% Strong & Distinguished by Grade Grade 5 — 2014: Cory 72%, Elem Region 5 - SE 38%, District 19%; 2015: Cory 73%, Elem Region 5 - SE 44%, District 22% Grade 8 — 2014: Cory 0%, Elem Region 5 - SE 0%, District 21%; 2015: Cory 0%, Elem Region 5 - SE 0%, District 19% The percentage of students performing at Strong and Distinguished on CMAS Science increased from 72% in 2014 to 73% in 2015. Both years were significantly above the district averages.		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Combined READ Act Spring % At or Above Grade Level ■2014 ■2015

Cory: 89% (2014), 88% (2015)
Region: 73% (2014), 75% (2015)
District: 62% (2014), 64% (2015)

The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased slightly from 89% in 2014 to 88% in 2014. Both years were significantly above the district averages of 62% in 2014 and 64% in 2015. | | |

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear ■ 2015 (only year available) Cory 23%, Region 7%, District 10% 23% 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%.		

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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	**2013-2015 ACCESS MGP - All Grades and By Grade** ■2013 ■2014 ■2015 The MGP for ACCESS increased from 58 in 2013 to 81 in 2014 and 85 in 2015.		
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

Chart data table:

	All Grades	01	02	03	04	05	06	07	08	09	10	11	12
2013	58	58	45	70	53	73	0	0	0	0	0	0	0
2014	81	81	87	84	55.5	60	0	0	0	0	0	0	0
2015	85	99	86.5	88	47.5	73	0	0	0	0	0	0	0

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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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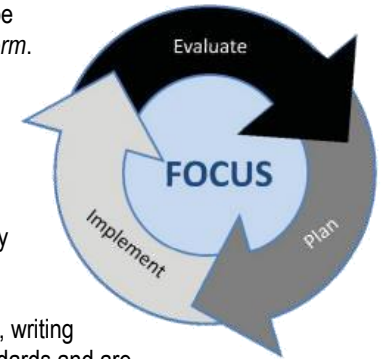
School Target Setting Form

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	The difference between GT and Non-GT students on CMAS ELA was 33%.	The percentage of Non-GT students who Meet or Exceed Expectations on CMAS ELA will increase from 65.9% to 70%.	The percentage of Non-GT students who Meet or Exceed Expectations on CMAS ELA will increase from 70% to 75%.	ANet Interim assessments	Teachers will be provided with effective collaboration time to review student data, plan reading and writing instruction based on the CCSS in Literacy.
		READ					
		M					
		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						

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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: Teachers will be provided with effective collaboration time to review student data, plan reading and writing instruction based on the CCSS in Literacy.
Root Cause(s) Addressed: We need to develop a common understanding of literacy instruction aligned to CCSS.

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				
Creation of a more clearly defined collaboration schedule to include the Data Inquiry Cycle within Common Planning Time (CPT) as well as a targeted Professional Development (PD) schedule. This has given focus to our CPT and PD schedule, allowing teachers to dig deeper into CCSS.	August	Will determine 2016/17 ends in May 2016	Instructional Leadership Team (ILT)	PD Time, Uncommon Schools DDI protocol	CPT Agenda and Minutes PD Calendar	In progress Completed
Fully implement the Data Inquiry Cycle to analyze student data. We are going to use that data to support reading instruction in the classroom.	Blue/Green Days and Wednesdays throughout the 15/16 SY	Will determine 2016/17 needs in May 2016	ILT	PD & CPT Time Standards Toolkit Uncommon Schools Guided Reading Protocol	Teacher Data Protocols	In progress

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PD Focused on Speaking and Listening Standards	Every Wednesday from August 2015-May 2016 (Fall 2015)	Will determine 2016/17 needs in May 2016	ILT	PD & CPT Time Standards Toolkit EL	PD Calendar PDU	In progress Completed
GT Push-In to support 3rd, 4th/5th Literacy GT pull out to support 1st and 3rd grade writing. Semantics for 3rd, 4th, 5th students Not currently happening at 4th/5th literacy	August 2015	GT is being cut to .25 for 16/17	GT Resource Teacher/ Classroom Teachers	Teacher Data	*Writing samples taken monthly	In progress
Classroom Teachers meet with School Leader each semester to review data (Body of Evidence)	Mid-Year and EOY Conversations	Will determine 2016/17 needs in May 2016		SchoolNet Data Body of Evidence	Principal Meetings in timeframe specific and review of Action Plans developed by teachers based on these conversations. Various teachers highlighted throughout the year through BS Obs. process.	In progress Completed
4th/5th literacy will increase the emphasis on reading nonfiction texts, incorporating social studies texts as well as Expeditionary Learning modules. We will create our own social studies assessments for Discover Colorado (4th Grade Social Studies curricular materials) and TCI (5th Grade Social Studies curricular materials) aligned to ELA standards. Backwards planning for						

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these tests will also make our instruction stronger.						
1st grade will focus on front loading complex vocabulary from read alouds using the Frayer model. Continue to teach context skills and methods for students to determine context clues and meaning.	Now		1st grade teachers and para staff	Teacher Data	*Writing samples taken monthly	In progress
PE Action Step: Use station cards which require students to read instructions regarding the actions they must take during class. Use bulletin/whiteboard to introduce and reinforce vocabulary. Engage students in activities which incorporate movement with content vocabulary and reading comprehension. Use Frayer Models because they are cool.	Now			Spark Curriculum		In Progress
Library/Technology Action Step: Will continue to teach academic language words in class to support the growth of vocabulary interpretation and use. Focus on teaching writing conventions while having students work on written expression, particularly with research writing. Focus on comprehension of literary texts while performing read-alouds.	2015 - 16 School year	2016 - 17 School year	Librarian/Techn ology teacher	Distract & Nationwide standards, teacher created lesson plans	N/A	In progress
Music Action Step: Will continue to emphasize academic language (music and non-music) in class to support the	2015-2016 school year	2016-2017 school year	Music Teacher	Standards-based music lessons utilizing key vocabulary at age appropriate levels.	N/A	In progress

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Art Action Step: Students will continue to learn academic language words in art class to support the growth of vocabulary interpretation and use both in speaking and writing. Students will reference the Adventures in Art curriculum in grades 3,4,5 to supplement art mini lessons. Students read short, literary text passages related to the art objectives of the day to enhance reading comprehension skills.	2015-2016 school year	2016-2017 school year	Art Teacher	Standards-based art lessons; Adventures in Art Curriculum, teacher-created PowerPoints, other collected resources.	N/A	In progress
3rd Grade Action Step: We will use close readings of nonfiction texts to teach students how to demonstrate and draw evidence related to the main idea after critically thinking and annotating the reading. Students will demonstrate proficiency through main idea and paragraph writing SLO work.	2015-2016 school year	2016-2017 school year	3rd Grade Team	Benchmark Curriculum 1516 District Model Literacy SLO Collaborative Discussions (Progression Rubric)	3 week CPT time cycle	In progress
4th/5th Grade Math Action Step: We will continue to examine multi-step problems in the DDI process. Students will continue to develop and practice skills needed to decompose problems so they can identify information needed to solve the problems. By identifying	Currently in place	Will re-assess	4th/5th grade teachers	Engage NY Curriculum Teacher created assessments	2 week cycle	In progress

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the steps needed to solve the problem students can explain their reasoning in a logical order, including evidence and models to support their reasoning.						
2nd Grade Action Step: Focus on written expression - writing to a prompt tied to a reading piece using evidence from the text. ● Action steps: Engage in data cycles looking at student opinion pieces, provide sentence stems to scaffold student writing and organization, take an indepth look at vocabulary in text, so students can use the content vocabulary in their writing.	2015/16	re-assess Implement Lucy Calkins' curriculum	2nd Grade	Benchmark Curriculum pieces based on data fine tuning/adding to writing components		

* 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: _____   **Root Cause(s) Addressed:** _____

_____

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				

* 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 #3: _____   **Root Cause(s) Addressed:** _____

_____

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**				

* 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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