

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **2364** School Name: **EAGLETON 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.*

Overall since 2009, achievement at Eagleton Elementary has been experiencing pervasive low achievement in all content areas and grade levels. In 2014, Proficient and Advanced students range from 37%, 46% and 31% in reading, math and writing respectively. Growth has not been adequate to significantly improve performance enough to meet state expectations.

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.*

Culture

Staff: Eagleton staff members inconsistently apply high expectations and hold varying core beliefs around student capabilities towards grade level standards. Educational methods and pedagogy are not consistently aligned to teach students of poverty.

Families: Inconsistent parental involvement and participation in students' education. High mobility rate and chronic attendance problems. Lack of time to build relationships with students and families, lack of time devoted to social emotional growth.

DDI- Data Driven Instruction

Backwards planning from standards (CCSS, CAS and WIDA) with curriculum resources and assessment data to drive instructional decisions is inconsistent. Grade level DDI conversations make limited connections to instructional decisions.

Instruction

Guided reading instruction is inconsistent across classrooms and grade levels. There is a lack of clarity about what strategies and tools to use for students who need tier one reading interventions in classrooms.

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.*

1. Utilize data driven instruction and backwards planning with Common Core State Standards and DPS Scope and Sequence guides to plan for rigorous instruction with embedded and frequent checks for understanding in literacy and math.
2. Improve reading instruction through professional development and individual coaching around best practices in guided reading and tracking student progress.
3. Engage the Eagleton community as partners in education, including parents, students, staff and community members.

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 SPF's 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/ui/UIS_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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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):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input checked="" type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____	

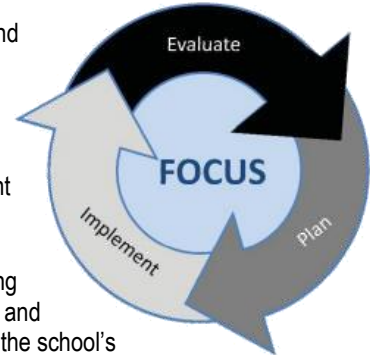
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Lee Rains Thomas, Principal
	Email	lee_rainstthomas@dpsk12.org
	Phone	(720)424-7932
	Mailing Address	880 Hooker St. Denver, CO 80204
2	Name and Title	Janine Dillabaugh, Assistant Principal
	Email	janine_dillabaugh@dpsk12.org
	Phone	(720)424-7933
	Mailing Address	880 Hooker St. Denver, CO 80204

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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.
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Narrative:
 Located in the Villa Park area of North West Denver, Eagleton is a neighborhood school with a population of approximately 420 students from 4 half day ECE (3 and 4 year olds), 3 full day kindergartens through 5th grade. Eagleton serves a population of students with about 96% Free and Reduced Lunch rate, about 75% minority. As a TNLI (Transitional

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Native Language Instruction) school we provide instruction in Spanish as needed to Spanish speakers and daily English language development instruction. Approximately 50% of our student population are English Language Learners. Additionally, Eagleton is a center school for the Multi-Intensive Autism program for students in 1st through 5th grades. Eagleton has a high student mobility rate and struggles with chronic attendance problems. Student and family engagement is an area for growth and Eagleton staff is working to increase engagement through multiple venues as explained in Major Improvement Strategy #3 below.

Eagleton students receive a standards-based education in reading, writing, mathematics, social studies and science. We use Thinking Maps throughout the content areas to teach students thinking skills. Literacy is a priority at Eagleton. We work to make sure our students have the necessary knowledge and skills to become successful readers and writers. This year we are part of the Benchmark literacy curriculum pilot for Kindergarten through 3rd grade. We also utilize the Expeditionary Learning curriculum for literacy in 4th and 5th grades. We are excited to have a partnership with the Carmel-Hill organization that provides us with Accelerated Reader, a computer-based motivational reading program that combines books with technology to motivate students to higher levels of independent reading. We believe that reading is the key and our students need to be able to read to access other content areas. The writing curriculum emphasizes teaching students how to write in a variety of genres: personal narratives, expository essays, research papers, “how-to” instructions, fictional stories, poetry and responses to literature. We use Write from the Beginning to teach structure and develop the writing skills of our students. We are working on using our new literacy curricula in conjunction with strategies from Write from the Beginning to ensure our students are learning how to read and write effectively. Eagleton students read and write every day.

Our mathematics curriculum is progressive and diverse. We use the Everyday Math Curriculum that provides students with not only math basics, but engaging math games. In addition, this year we will schedule a Math Night to assist parents in understanding our program and providing strategies to parents to better help their student succeed. We offer math fellows tutoring in small groups to students below grade level in 3rd, 4th and 5th grades.

Since 2010, our 3rd grade reading data shows steady increases in proficiency, while other grade levels have shown some fluctuation in student achievement in that same period. Overall, Eagleton status has increased in the past 5 years, but not enough to make adequate yearly progress. Eagleton is experiencing pervasive low achievement throughout all student populations. No growth gaps are addressed in the UIP since low achievement is pervasive across all contents and grade levels.

The overall percentage of K-3 students reading at grade level has been steady the over the past 3 years, with a significant

increase in 2015 for all grades. 2015 showed the highest percent of students at or above grade level in 5 years, with 56% at or above. The performance of ELLs, economically disadvantaged students (FRL), students of color, and students receiving SPED services has shown similar trends, with an increase in 2015. Out of all historically disadvantaged groups, ELL students observed the largest increase from 2013-14 to 2014-15, jumping from 44% of students reading proficiently in 2013-14 to 58% of students reading proficiently in 2014-15 (a 14% gain). The trend also holds true for students in grades K, 1, 3, but not in grade 2. While there are still more second grade students reading at grade level than in 2013, this is the only grade level in which less than 50% of students are reading at or above grade level.

6% of the 68 students reading SBGL in the Fall were reading at grade level by the end of the school year. This is below the district average of 10%. This pattern is observed at all grade levels, with less than 10% of students moving from SBGL to grade level within the year.

Eagleton has identified the following priority performance challenges:

Overall since 2009, achievement at Eagleton Elementary has been experiencing pervasive low achievement in all content areas and grade levels. In 2015, on the new state PARCC assessment, 6.6% of students met expectations in math, and 11.9% met expectations in ELA. The number of students reading at or above grade level in grades Kindergarten - 3rd grade increased from 43% in 2014 to 56% in 2015 according to READ Act measures. After 5 years with percentages of students reading at or above grade level fairly stagnant, in 2015, kinder, 1st, 2nd and 3rd showed improvement into the 50% range. Grade level analysis revealed that most students (irrespective of grade level) are not moving from SBGL to grade level by the end of the school year. 2nd grade showed the most significant change (10% decrease) of students entering SBGL and leaving at grade level.

Our identified root causes of Eagleton's achievement are:

Culture

Staff: Eagleton staff members inconsistently apply high expectations and hold varying core beliefs around student capabilities towards grade level standards. Educational methods and pedagogy are not consistently aligned to teach students of poverty.

Families: Inconsistent parental involvement and participation in students' education. High mobility rate and chronic

attendance problems. Lack of time to build relationships with students and families, lack of time devoted to social emotional growth.

DDI- Data Driven Instruction

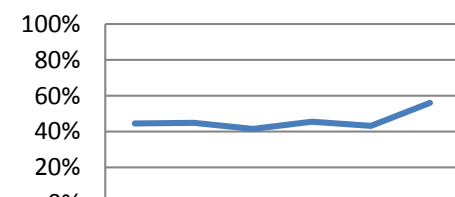
Backwards planning from standards (CCSS, CAS and WIDA) with curriculum resources and assessment data to drive instructional decisions is inconsistent. Grade level DDI conversations make limited connections to instructional decisions. Lack of vertical alignment across content areas and grades.

Instruction

Guided reading instruction is inconsistent across classrooms and grade levels. There is a lack of clarity about what strategies and tools to use for students who need tier one reading interventions in classrooms.

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)	READ ACT- The number of students significantly below grade level will decrease by 10%.	<p>The number of students SBGL in K-3 decreased from 45% to 34% according to READ Act measures. Target was met in 14-15.</p> <div><p>READ Act Overall - Percent at or Above Grade Level</p><table><thead><tr><th></th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th></tr></thead><tbody><tr><td>% Proficient or Above</td><td>44%</td><td>45%</td><td>41%</td><td>45%</td><td>43%</td><td>56%</td></tr></tbody></table></div>		2010	2011	2012	2013	2014	2015	% Proficient or Above	44%	45%	41%	45%	43%	56%	Strong focus on improving literacy instruction through differentiated professional learning and direct coaching. Focus on using guided reading plus in primary grades.
		2010	2011	2012	2013	2014	2015										
% Proficient or Above	44%	45%	41%	45%	43%	56%											
The percentage of students scoring proficient or advanced on the End of Year Literacy interim will be 42%	Target was met in 2014-2015. The percentage of students scoring proficient or advanced on the End of Year Literacy interim was 44%.																

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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.																								
	The percentage of students scoring proficient or advanced on the End of Year Math interim will be 53%.	Target was not met. 33% of students scored proficient or advanced on the End of Year Math interim.	Math has not been an instructional focus at Eagleton. Resources and programs were not well aligned to standards.																								
	The percentage of students scoring in met or exceeded command levels on CMAS science will be 22%.	Target was not met. 9% of students scoring in met or exceeded command levels on CMAS science.	Science has not been a focus. Lack of time devoted to teach science across grade levels.																								
	Due to transition from TCAP to CMAS as state assessment, targets not set in 2014-15.	Math- 6.6% of Eagleton students either met or exceeded expectations, 28.1% were approaching or above.	Math has not been an instructional focus at Eagleton. Resources and programs were not well aligned to standards.																								
<table border="1"> <thead> <tr> <th colspan="2"></th><th colspan="2">2015 CMAS: PARCC Math</th></tr> <tr> <th>Grade/Test</th><th>Total Tested</th><th>% Approaching or Above</th><th>% Met or Above</th></tr> </thead> <tbody> <tr> <td>3rd Graders</td><td>63</td><td>25.4%</td><td>6.3%</td></tr> <tr> <td>4th Graders</td><td>57</td><td>15.8%</td><td>1.8%</td></tr> <tr> <td>5th Graders</td><td>76</td><td>39.5%</td><td>10.5%</td></tr> <tr> <td>All Grades</td><td>196</td><td>28.1%</td><td>6.6%</td></tr> </tbody> </table>						2015 CMAS: PARCC Math		Grade/Test	Total Tested	% Approaching or Above	% Met or Above	3rd Graders	63	25.4%	6.3%	4th Graders	57	15.8%	1.8%	5th Graders	76	39.5%	10.5%	All Grades	196	28.1%	6.6%
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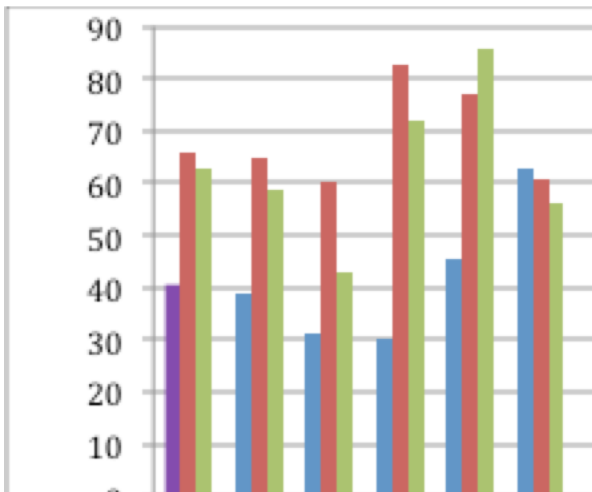
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Academic Growth	<p>Target of 65 MGP on the ACCESS assessment for ELL students.</p> <p>All ELL students will move up at least one level according to WIDA standards.</p>	<p>Target not met, although we did achieve 62.5 MGP on ACCESS.</p> <p>81% of ELL students at Eagleton are considered to be on track according to ACCESS data (made adequate growth through according to the WIDA language proficiency guidelines).</p>	<p>Dedicated ELD block with an instructional focus on language form and function.</p>																								

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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.																												
		<div>2013-2015 ACCESS MGP- ALL grades, by grade</div> <div></div> <table><tr><th></th><th>All Gra des</th><th>01</th><th>02</th><th>03</th><th>04</th><th>05</th></tr><tr><td>2013</td><td>40.5</td><td>39</td><td>31</td><td>30</td><td>45.5</td><td>63</td></tr><tr><td>2014</td><td>66</td><td>65</td><td>60</td><td>82.5</td><td>77</td><td>60.5</td></tr><tr><td>2015</td><td>62.5</td><td>58.5</td><td>43</td><td>72</td><td>85.5</td><td>56</td></tr></table>		All Gra des	01	02	03	04	05	2013	40.5	39	31	30	45.5	63	2014	66	65	60	82.5	77	60.5	2015	62.5	58.5	43	72	85.5	56	
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Academic Growth Gaps	Growth gaps not addressed due to the pervasive low achievement across subgroups.																														

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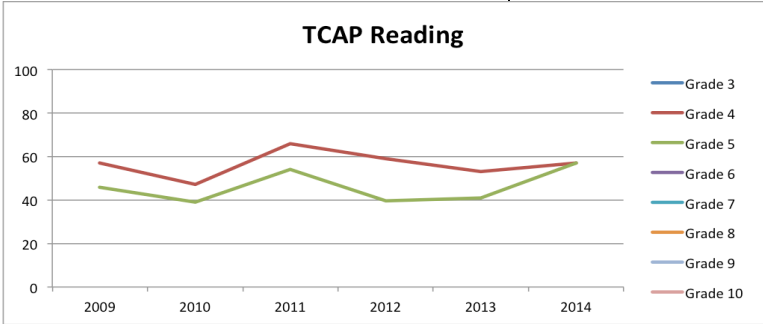
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Postsecondary & Workforce Readiness	N/A		

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Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>According to 2015 ELA CMAS results, Eagleton students in grades 3-5 overall scored below state expectations (11.9%). When looking at each grade level, 0% of 3rd graders, 7.3% of 4th graders and 22.7% of 5th graders scores at or above state expectations. Previous years TCAP data was showing improvements across all grade levels.</p> 	<p>Overall since 2009, achievement at Eagleton Elementary has been experiencing pervasive low achievement in all content areas and grade levels.</p>	<p><u>Culture</u></p> <p>Staff: Eagleton staff members inconsistently apply high expectations and hold varying core beliefs around student capabilities towards grade level standards. Educational methods and pedagogy are not consistently aligned to teach students of poverty.</p> <p>Families: Inconsistent parental involvement and participation in students' education. High mobility rate and chronic attendance problems. Lack of time to build relationships with students and families, lack of time devoted to social emotional growth.</p> <p><u>DDI- Data Driven Instruction</u></p> <p>Backwards planning from standards (CCSS, CAS and WIDA) with curriculum resources and assessment data to drive instructional decisions is inconsistent. Grade level DDI conversations make limited connections to instructional decisions. Lack of vertical alignment across content areas and grades.</p> <p><u>Instruction</u></p> <p>Guided reading instruction is inconsistent across classrooms</p>

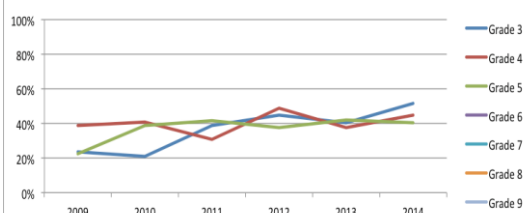
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																								
	When analyzing ELA CMAS subgroups, there were not enough students in subgroups to note a variance. All groups are performing significantly below expectations. However, within the ELA CMAS subclaims, there is enough data to determine notable trends. Vocabulary and Literary Text have been shown to be areas of need for instructional focus.		and grade levels. There is a lack of clarity about what strategies and tools to use for students who need tier one reading interventions in classrooms.																																								
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According to 2015 Math CMAS results, Eagleton students in grades 3-5 overall scored below state expectations (6.6%). When looking at each grade level, 6.3% of 3 rd graders, 1.8% of 4 th graders and 10.5% of 5 th graders scores at or above state expectations. Previous years TCAP data showed an increasing trend.																																											

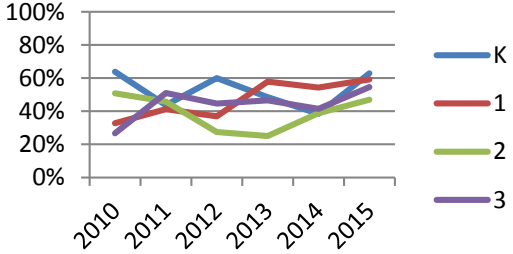
School Code: 2364

School Name: EAGLETON ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>TCAP Math</p>  <p>READ Act- At or above grade level:</p> <p>The overall percentage of K-3 students reading at or above grade level was fairly stagnant from 2012- 41%, 2013- 45%, 2014- 43%, with an increase in 2015 to 56%. While much progress has been made over the past 3 years, 56% is still below the district average of 64% of students reading at/ above grade level.</p>	<p>The number of students at or above grade level in grades Kindergarten- 3rd grade increased from 43% in 2014 to 56% in 2015 according to READ Act measures. After 5 years with percentages of students reading at or above grade level fairly stagnant, in</p>	

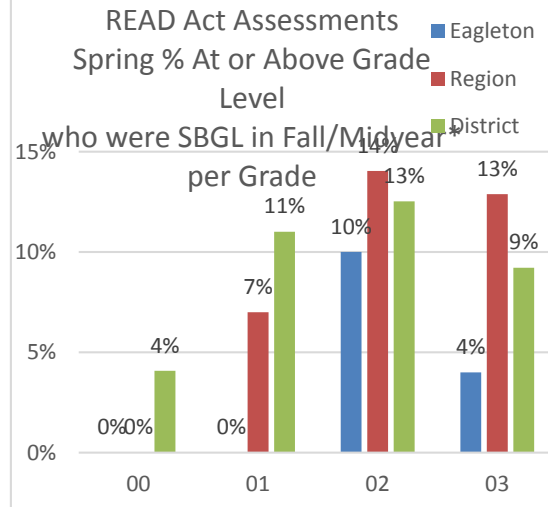
School Code: 2364

School Name: EAGLETON ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>READ Act - Percent At or Above Grade Level by Grade</p>  <p>READ Act- SBGL: 6% of the 68 students reading SBGL in the fall were reading at grade level by the end of the school year in 2015. This is below the district average of 10%. Data trends will be reported in future years when additional data becomes available.</p>	<p>2015, kinder, 1st, 2nd and 3rd showed improvement into the 50% range.</p> <p>Grade level analysis revealed that most students (irrespective of grade level) are not moving from SBGL to grade level by the end of the school year. 2nd grade showed the most significant decrease of students entering SBGL and leaving at grade level, with a 10% decrease.</p>	

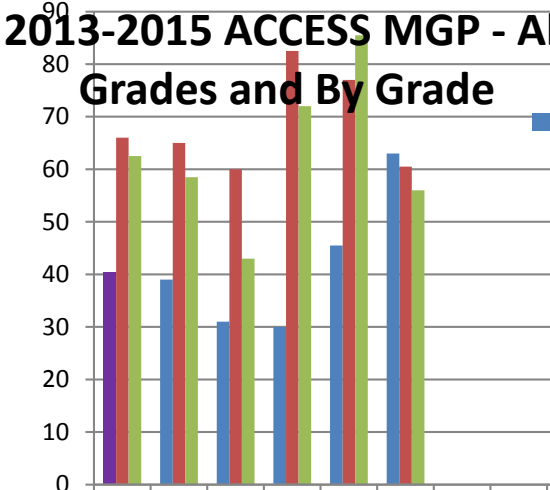
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School Name: EAGLETON ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																									
	<div><p>READ Act Assessments</p><p>Spring % At or Above Grade Level</p><p>who were SBGL in Fall/Midyear</p><p>per Grade</p><table><thead><tr><th>Year</th><th>Group</th><th>Eagleton (%)</th><th>Region (%)</th><th>District (%)</th></tr></thead><tbody><tr><td rowspan="2">00</td><td>who were SBGL in Fall/Midyear</td><td>0%</td><td>0%</td><td>4%</td></tr><tr><td>per Grade</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td rowspan="2">01</td><td>who were SBGL in Fall/Midyear</td><td>7%</td><td>11%</td><td>11%</td></tr><tr><td>per Grade</td><td>10%</td><td>14%</td><td>13%</td></tr><tr><td rowspan="2">02</td><td>who were SBGL in Fall/Midyear</td><td>10%</td><td>14%</td><td>13%</td></tr><tr><td>per Grade</td><td>4%</td><td>13%</td><td>9%</td></tr><tr><td rowspan="2">03</td><td>who were SBGL in Fall/Midyear</td><td>4%</td><td>13%</td><td>9%</td></tr><tr><td>per Grade</td><td>4%</td><td>13%</td><td>9%</td></tr></tbody></table></div>	Year	Group	Eagleton (%)	Region (%)	District (%)	00	who were SBGL in Fall/Midyear	0%	0%	4%	per Grade	0%	0%	0%	01	who were SBGL in Fall/Midyear	7%	11%	11%	per Grade	10%	14%	13%	02	who were SBGL in Fall/Midyear	10%	14%	13%	per Grade	4%	13%	9%	03	who were SBGL in Fall/Midyear	4%	13%	9%	per Grade	4%	13%	9%		
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Academic Growth	The average ACCESS MGP in all grades in 2015 was 62.5, above state expectations for ELL growth on ACCESS.																																											

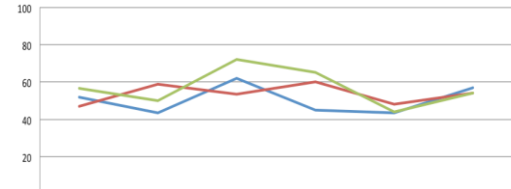
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School Name: EAGLETON ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<div><div>2013-2015 ACCESS MGP - A Grades and By Grade</div><table><thead><tr><th></th><th>All Gra des</th><th>01</th><th>02</th><th>03</th><th>04</th><th>05</th><th>06</th><th>07</th></tr></thead><tbody><tr><td>2013</td><td>40.5</td><td>39</td><td>31</td><td>30</td><td>45.5</td><td>63</td><td>0</td><td>0</td></tr><tr><td>2014</td><td>66</td><td>65</td><td>60</td><td>82.5</td><td>77</td><td>60.5</td><td>0</td><td>0</td></tr><tr><td>2015</td><td>62.5</td><td>58.5</td><td>43</td><td>72</td><td>85.5</td><td>56</td><td>0</td><td>0</td></tr></tbody></table></div>		All Gra des	01	02	03	04	05	06	07	2013	40.5	39	31	30	45.5	63	0	0	2014	66	65	60	82.5	77	60.5	0	0	2015	62.5	58.5	43	72	85.5	56	0	0		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
Academic Growth Gaps	<div><p>TCAP Overall</p><table><thead><tr><th></th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr></thead><tbody><tr><td>Reading</td><td>52</td><td>43.5</td><td>62</td><td>45</td><td>43.5</td><td>57</td></tr><tr><td>Math</td><td>47</td><td>59</td><td>53.5</td><td>60</td><td>48</td><td>54</td></tr><tr><td>Writing</td><td>56.5</td><td>50</td><td>72</td><td>65</td><td>44</td><td>54</td></tr><tr><td>Science</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table><p>Overall, student growth in all content areas is essentially flat with increases in some years. Growth has been inconsistent throughout content areas and grade levels. Between 2009 and 2014 TCAP reading growth has increased from 52 to 57. In math growth has gone from 47 in 2009 to 54 in 2014. In writing TCAP growth has gone from 56.5 to 54. Eagleton did not meet state expectations for growth in all content areas.</p></div>		2009	2010	2011	2012	2013	2014	Reading	52	43.5	62	45	43.5	57	Math	47	59	53.5	60	48	54	Writing	56.5	50	72	65	44	54	Science								
	2009	2010	2011	2012	2013	2014																																
Reading	52	43.5	62	45	43.5	57																																
Math	47	59	53.5	60	48	54																																
Writing	56.5	50	72	65	44	54																																
Science																																						
Postsecondary & Workforce Readiness	N/A																																					
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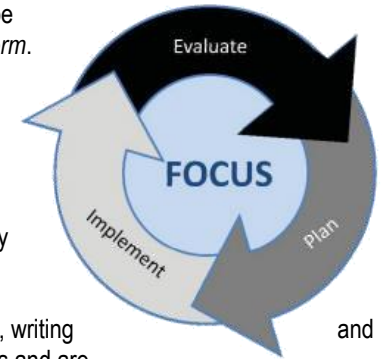
Section IV: Action Plan(s)

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 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 Overall since 2009, achievement at Eagleton Elementary has been experiencing pervasive low achievement in all content areas and grade levels. In 2015, on the new state assessment PARCC, 11.9% met expectations in ELA.	Increase the percent of students in grades 3-5 scoring at the strong command range according to CMAS ELA from 11.9% to 25%.	Increase the percent of students in grades 3-5 scoring at the strong command range according to CMAS ELA from 25% to 35%.	Monthly progress monitoring for students below grade level. ANet interim ELA assessments each trimester for students in 2 nd -5 th grades.	Improve reading instruction through professional development and individual coaching around best practices in guided reading and tracking student progress. Utilize data driven instruction cycle and backwards planning with Common Core State Standards to plan for rigorous instruction in literacy and math.
		READ The number of students at or above grade level in grades Kindergarten- 3 rd grade increased from 43% in 2014 to 56% in 2015 according to READ Act measures. After 5 years with percentages of students reading at or above grade level fairly stagnant, in 2015, kinder, 1 st , 2 nd	15% of K-3 students that are identified as SBGL in fall will be at/ above grade level by spring.	20% of K-3 students that are identified as SBGL in fall will be at/ above grade level by spring.	Monthly progress monitoring for students below grade level. ANet interim ELA assessments each trimester for students in 2 nd -5 th grades.	Improve reading instruction through professional development and individual coaching around best practices in guided reading and tracking student progress. Utilize data driven instruction cycle and backwards planning with Common Core State Standards to plan for

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			and 3 rd showed improvement into the 50% range.				rigorous instruction in literacy and math.
		M	Overall since 2009, achievement at Eagleton Elementary has been experiencing pervasive low achievement in all content areas and grade levels. In 2015, on the new state assessment PARCC, only 6.6% of students met expectations in math.	Increase the percent of students in grades 3-5 scoring at the strong command range according to CMAS Math from 6.6% to 20%.	Increase the percent of students in grades 3-5 scoring at the strong command range according to CMAS Math from 20% to 30%.	ANet Interim Math assessments each trimester for students in grades 2-5. End of unit assessments for K-1 after each unit of study. Math interims each trimester in Kinder and 1 st grades.	Utilize data driven instruction cycle and backwards planning with Common Core State Standards to plan for rigorous instruction in literacy and math.
		S	In 2015 according to CMAS Science 36% of Eagleton students scored Moderate or Above and 7% scored Strong or Above.	Increase the percent of students in grades 3-5 scoring at the strong command range according to CMAS Science from 7% to 14%.	Increase the percent of students in grades 3-5 scoring at the strong command range according to CMAS Science from 14% to 24%.		
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	Graduation Rate		N/A				
	Disag. Grad Rate		N/A				

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Readiness	Dropout Rate	N/A				
	Mean CO ACT	N/A				
	Other PWR Measures	N/A				

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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:

Utilize data driven instruction cycle and backwards planning with Common Core State Standards to plan for rigorous instruction in literacy and math.

Root Cause(s) Addressed:

- Backwards planning from standards (CCSS, CAS and WIDA) with curriculum resources and assessment data to drive instructional decisions is inconsistent
- Lack of vertical alignment across content areas and grades.
- Grade level DDI conversations make limited connections to instructional decisions.
- Eagleton staff members inconsistently apply high expectations and hold varying core beliefs around student capabilities towards grade level standards.

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				
Collaborate with Achievement Network (ANet) to strengthen data analysis processes and improve student outcomes	In depth Data analysis each trimester 10/15 1/16 4/16	In depth Data analysis each trimester	Teachers School leaders TEC ANet coach	\$23,000 from general fund \$10,000 from DPS central account	A1 data analysis- 10/15 75% of teachers will implement reteach plans based on data analysis A2 data analysis- 1/16 90% of teachers will implement reteach plans based on data analysis	In progress

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					<p>A3 data analysis- 4/16 100% of teachers will implement reteach plans based on data analysis</p> <p>Re- assessment data will show growth in all areas after re-teaching is implemented</p>	
Utilize new literacy curricula aligned with CCSS: Benchmark- Kinder-3 rd Expeditionary Learning- 4 th and 5 th	<p>Trainings August 2015 October 2015 January 2016</p>	Summer/ August 2016	K-3 Teachers 4-5 Teachers TEC	General fund- sub pay for release time for teachers to attend trainings and backwards plan with team.	<p>80% of teachers will attend district sponsored curriculum trainings in the Fall.</p> <p>100% of teachers will attend Winter training.</p> <p>All teachers will follow up with team backwards planning after attending trainings.</p>	Completed
Backwards plan for each assessment window (ANet) using CCSS aligned curricula resources and grade level standards.	<p>After each ANet test: 10/15 1/16 4/16 Half day release time for teachers each trimester</p>	TBD	Teachers TEC School leaders ANet coach	<p>Benchmark (K-3) Expeditionary Learning (4/5) Common Core State Standards for Literacy ANet Schedule of Assessed Standards</p>	Grade level teams will use release time to plan with SAS, curricular resources and standards at the beginning of each unit/module.	In progress

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Utilize Math crosswalk documents to ensure that math units and lessons address CCSS.	Each trimester when planning new math units	Summer Bridges curriculum training for teachers	Teachers TEC School leaders Math support partner	Crosswalk documents from DPS math department Common Core State Standards for Math EDM curriculum ANet SAS Bridges curriculum (2016-17)	Grade level teams will work with TEC to align unit assessments to CCSS in order to backwards plan math units. Math PD each trimester with support partner. Math partner discuss math instruction with SLT and support teacher leaders in helping their teams with math instruction once in the fall and again in the spring.	In progress
Plan rigorous and authentic writing lessons as a grade level that are aligned with CCSS, utilizing resources from Write From the Beginning and Benchmark and EL curricula.	August 2015 October 2015	TBD	WFTB coach WFTB trained teachers TEC Teachers School leaders	Professional development fund to hire coach to align lessons, plan with teachers and provide them with feedback on writing instruction. (\$3,000 from instructional PD \$) ANet SAS- literacy	Grade level teachers will align curriculum resources to CCSS by genres in the fall. Writing will be assessed for each unit using a rubric aligned with CCSS expectations. Grade level teams will analyze and discuss writing after each assessment in DDI.	Completed
Utilize five step data inquiry process for data driven instruction discussions with fidelity. Discuss individual progress of individual students towards grade level standards. Work on Student Learning Objectives (SLOs) in DDI to monitor progress of individual students.	Weekly during DDI meetings with grade levels	Weekly during DDI meetings with grade levels	Teachers TEC School leaders Instructional superintendent	Relay resources DPS data culture resources	Every Tuesday at data team meetings teacher teams will analyze student work, develop rigorous assessments and discuss instructional strategies.	In progress

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* 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: Improve reading instruction through professional development and individual coaching around best practices in guided reading and tracking student progress.

Root Cause(s) Addressed:

- Guided reading instruction is inconsistent across classrooms and grade levels.
- Backwards planning from standards (CCSS, CAS and WIDA) with curriculum resources and assessment data to drive instructional decisions is inconsistent.
- Lack of clarity about what strategies and tools to use for students who need reading intervention in classrooms.
- Educational methods and pedagogy are not consistently aligned to teach students of poverty.

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				
Provide teachers with focused, targeted PD on effective guided reading practices, including: planning templates, prompting guides, running record resources.	PD at least each trimester GR observations November 2015 Support and modeling- February - 2016	TBD	TEC School leaders Teachers	Guided Reading Plus, Great Habits, Great Readers Jan Richardson- Next Step in Guided Reading	School leaders conduct guided reading observations in the fall. School leaders and TEC collaborate to support individual teachers with coaching in the winter.	In progress
Primary teachers participate in Guided reading plus PDU	Different based on specific PDU- monthly	TBD	Primary Teachers Network literacy	Great Habits, Great Readers books for specific teachers in PDU	Completion of PDU work- evidence of growth through lessons and instruction	In progress

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	check in		partners		<p>100% of primary teachers will be actively taking Guided Reading Plus training.</p> <p>Teachers will work with GRP coaches monthly for side-by-side coaching.</p> <p>School leaders observe GRP lessons and provide teachers with actionable feedback at least bi-monthly.</p>	
Utilize observation and feedback protocol to provide teachers with coaching to improve guided reading practices.	Depending on individual teacher needs, bi-weekly to monthly	Depending on individual teacher needs, bi-weekly to monthly	TEC School leaders	<p>Guided Reading Plus best practices</p> <p>Jan Richardson Guided Reading resources and planning templates</p> <p>Prompting guide from Great Habits, Great Readers</p> <p>Observation and feedback resources from Leverage Leadership</p>	<p>By November, all teachers will have a full observation and coaching session.</p> <p>During the month of December, all K-5 teachers will have an observation of guided reading and a coaching session.</p>	In progress
Progress monitor students who are below grade level monthly to track progress and adjust instruction to increase amount of students reading at grade level. Utilize aim line document to hold ourselves accountable for grade level standards.	Discuss in DDI at end of each month	Discuss in DDI at end of each month	Teachers TEC School leaders	<p>DRA/EDL progress monitoring tools</p> <p>Running record tools and knowledge</p> <p>STAR</p> <p>Benchmark weekly and unit assessments</p>	<p>By December, 75% of teachers will have February goals set according to the aim line.</p> <p>Monthly progress monitoring conversations with grade level teams will occur 80% of the year.</p> <p>School leaders will analyze</p>	In progress

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					DRA/EDL tracker by grade to inform individual support before each grade level meeting.	
Improve communication and consistency between classroom teachers and support teachers.	Monthly check ins		Teachers Sped team Intervention TEC School leaders	Using the backwards planning for SAS to communicate standards and timelines to support team by grade level	By January common sight words- by grade level will be identified. After each backwards planning meeting, sped teachers will get access to notes and curriculum plans. After each progress monitoring meeting, leaders will meet with sped team to review analysis.	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.

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Major Improvement Strategy #3: Engage the Eagleton community as partners in education, including parents, students, staff and community members.

Root Cause(s) Addressed:

- Educational methods and pedagogy are not consistently aligned to teach students of poverty
- Inconsistent parental involvement and participation in students' education.
- High mobility rate and chronic attendance problems
- Lack of time to build relationships with students and families, lack of time devoted to social emotional growth

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				
Establish a climate committee that includes equity team to address school wide issues related to equity.	August 2015 October-Equity bootcamp January 2016 Equity work with whole staff	Meeting with equity team monthly, staff equity conversations each trimester	Teachers and Paraprofessionals School leaders DPS Equity office	Time with the whole staff to discuss equity issues	Equity team will attend Bootcamp in October and present equity plans to staff by November. Equity team will work with support partner to develop action plan at climate committee meetings in the fall.	In progress
Build strong relationships with families and help parents invest in their child's education.	Back to school night- August 2015, P/T conferences- Fall and Spring	Back to school night, parent events, Parent/ teacher conferences	Teachers Social Worker Psychologist School leaders	Title 1 funds for food FACE resources for family engagement	At least 75% of families will attend back to school night. 100% of teachers will participate and communicate with all parents about the event. Teachers will meet with	Ongoing

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					90% of parents for conferences in the fall and spring.	
Parenting Partners	January 2016- March 2016	TBD	Selected teachers Social Worker Psychologist Assistant Principal	Partnership with FACE office in DPS for training and resources Food costs for 8 classes- \$240, Title 2 funds	Met goal of 8 parents to complete the course fully. Parents will work on communication to other parents about future opportunities for parenting partners.	Completed
Engage families in multi- cultural night, theatre night and family science night, movie night.	11/15- Multi-cultural Night 2/16- Family theatre Night 4/16-Family Science Night 5/16- Movie Night		Community Resources personnel Social worker Psychologist Teachers School leaders	Community Resources- Title 2 funds, \$1,250	Parent attendance at special events will increase for each event.	In progress
Increase opportunities for parents and community members to volunteer.	Throughout 15-16, with new opportunities presented monthly	Throughout 16-17, with new opportunities presented monthly	Social worker Psychologist Teachers School leaders	None required	Talk with parents at bi-monthly parent meetings about opportunities to volunteer. Recognize volunteer parents at school assemblies.	In progress
Motivate and encourage staff to participate in the Parent Teacher Home Visit Project.	Summer trainings	TBD	PTHV coordinator Social worker Teachers School leaders	Training through FACE office PTHV coordinator communications	All classroom teachers trained by October. Include home visits as part of SIT referral process. Participate in March PTHV week- goal of 30 visits in	In progress

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					one week.	
Participate in Personal Success Factors pilot with DPS	Summer Training for team Fall staff roll out Daily lesson plans Weekly community meetings	TBD	Teachers PSF team School leaders Social worker Psychologist	PSF resources from DPS Character Lab resources	Eagle's Nest info on PSF Students will complete the character growth card twice during the year. Daily morning meeting lesson plans will be created and supplied for teachers. Community meetings with grade levels every week will focus on personal success factors. PSF team will attend monthly meetings with other PFS schools.	Ongoing
PD for all staff on serving students from a background of trauma with social/emotional partner. Further learning with optional PDU.	October 2016 for all staff, November-March PDU	TBD	Teachers Social Emotional partner School leaders	Social emotional partner	Participants in the PDU will demonstrate increased culturally responsive lessons and bring samples to share with the group each month. PDU participants will develop information to share with the whole staff based on learning from PDU.	In progress
ECE Library parent meeting to give parents strategies to assist with reading and oral language, early writing skills	Monthly in classrooms	Monthly in classrooms	ECE teachers ECE department Denver Public Library	None	Parent will provide feedback after each session. Attendance will be tracked and parents will be recognized for attending all	In progress

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					sessions.	
Create grade level newsletters to inform parents of events and how to support learning at home.	Monthly	Monthly	Grade level teachers	Paper and copying costs (\$300)	Teachers will create newsletters each month to inform parents of events and learning. 75% of teams will have a newsletter in the fall. By March, 100% of team will publish a newsletter.	In progress
Utilize Eagleton app for easier communication with families	Fall 2015	Fall 2016-include in registration process	School leaders Propel Mobile	\$1,200 from general fund	Develop app and publish y November. By December, 75 families will have downloaded the app and use the push notifications. By conferences in February, 150 parents will have the app and use it for communication. For fall of 2016, downloading the Eagleton app will be part of the registration process.	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)

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- 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.*