

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **2506** School Name: **EDISON 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.*

In 2015, the percentage of students who were Hispanic scoring Meets/ Exceeds Expectations in ELA (30.2%) and math (26.7%) was significantly lower than the percentage of students who were White scoring Meets/Exceeds Expectations in ELA (68.1%) and math (56.9%). 2015 Interim, STAR and DRA data supports this priority challenge. 2014 TCAP trend data also supports this priority challenge.

In 2014, the MGP for math was significantly lower (46.5) than the MGP for writing (55) or reading (54), as measured by the TCAP. The 2015 STAR and interim data suggests that math growth has improved, however, this is not confirmed.

In 2011 through 2014 there were academic growth gaps between Hispanic students (43, 39, 43, 48) and White students (64, 63.5, 68, 66) in writing.

In 2011 through 2014 there were academic growth gaps between Hispanic students (31, 41, 38, 41) and White students (44, 60, 49, 55) in math.

Why is the school continuing to have these problems?

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

Teachers need to use of formative assessments to guide differentiated instruction and ensure that students master learning targets based on CCSS in writing, reading and math, especially for students who are Hispanic.

Teachers need to increase expectations and supports for academic achievement and student's active engagement to ensure that student master learning targets, especially for students who are Hispanic.

Teachers need to strategically plan for text-dependent questions and engage students in rigorous, text-based discussions and writing.

Teachers need to strategically plan for high quality mathematical tasks that engage students in mathematical thinking and reasoning.

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.*

Major Improvement Strategy #1: Implement a collaborative, professional learning community, which ensures the use of formative assessments and best practices in reading to drive data-based, **differentiated and engaging instruction in reading** through the analysis of formative assessment and strategic planning of standards-aligned, scaffolded text-dependent questions that translate into text-based discussions and writing, based on research from Spencer Kagan, Paul Banbrick-Santoyo, Dylan Wiliam, and Douglas Fisher.

Major Improvement Strategy #2: Implement a collaborative, professional learning community, which ensures the use of formative assessments and best practices in math to drive data-based, **differentiated and engaging instruction in math** through the analysis of formative assessment and strategic planning of high quality mathematical tasks that are accessible to all students and require them to actively engage in mathematical thinking through multiple solution methods, based on research from Spencer Kagan, Paul Banbrick-Santoyo, and Dylan Wiliam.

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

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Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

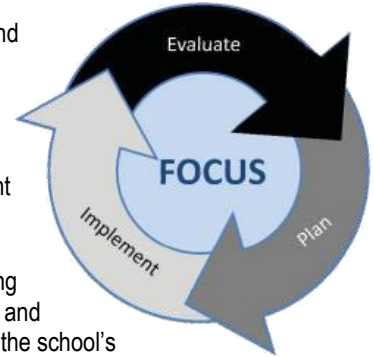
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No.
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<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 type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Sally Whitelock, Principal
	Email	Sally_Whitelock@dpsk12.org
	Phone	720-424-7780
	Mailing Address	3350 Quitman Street, Denver, CO 80212
2	Name and Title	Joan Wieser, Assistant Principal
	Email	Joan_Wieser@dpsk12.org
	Phone	720-424-7780
	Mailing Address	3350 Quitman Street, Denver, CO 80212

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Section III: Narrative on Data Analysis and Root Cause Identification

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



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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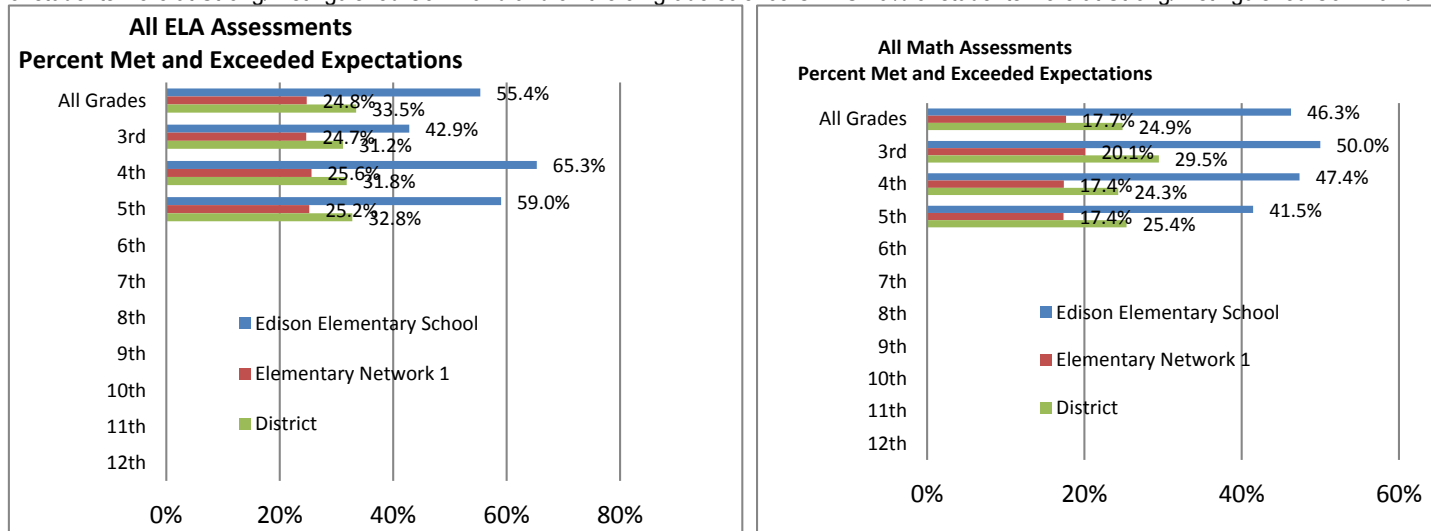
Narrative:
Description of School Setting and Process for Data Analysis:
 Edison Elementary school is a traditional neighborhood school in Northwest Denver which serves 550 students, grades ECE-5th. Edison houses a magnet program for students identified as Highly Gifted and Talented, as well as, a special education center program for students with Autism. Edison’s population consists of 38% of students who receive Free/Reduced Lunch and 36% of student who are Hispanic and 60% of students who are White. Additionally, 5% of Edison’s students speak a language other than English at home, 7% receive special education support and 20% receive

gifted and talented services.

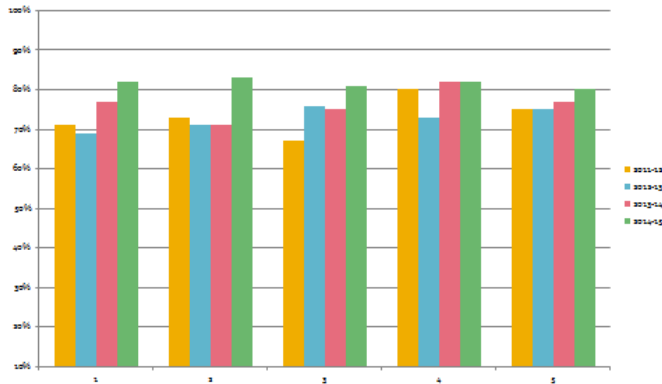
In order to identify priority needs at Edison, the entire teaching staff analyzed the current demographic, perceptual and achievement data for the school. The teachers identified current strengths and growth areas in the data. Teachers then identified the priority needs and brainstormed possible root causes for these needs. After narrowing the root causes, the School Leadership Team and Collaborative School Committee reviewed the school data and narrowed the priority needs and root causes to those that seem to be most important for the students at Edison. Lastly, the school principal and assistant principal did classroom observations to determine if the priority needs and root causes were apparent.

Review of Current Performance, Trend Analysis and Priority Performance Challenges:

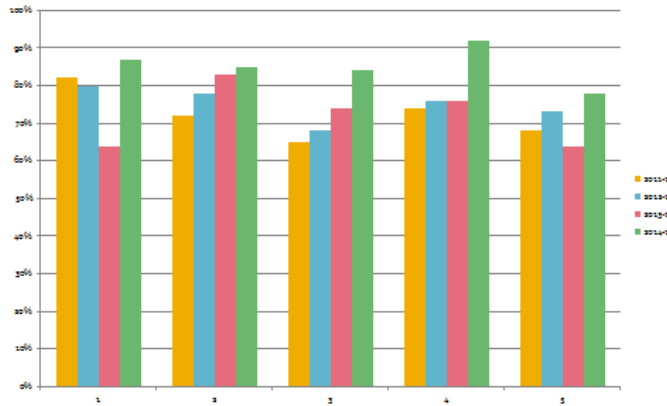
Based on the analysis of the school data, the Edison teachers celebrated the reasonably high levels of achievement in the school. In 2014, Edison was in the “Meets Expectations” rating on the DPS School Performance Framework which included being rated “Meets Expectations” for Achievement Status and “Approaching Expectations” for Achievement Growth. Additionally, we met expectations for state requirements for Academic Achievement in reading, writing and math; Academic Growth was “Meets Expectations” for reading and writing and “Approaching” for math; and we were rated “Approaching” for Growth Gaps. We were proud that in 2015, 55.4% of 3rd-5th graders scored Meets/Exceeds Expectations in English Language Arts on PARCC. Additionally, 46.3% of 3rd-5th graders scored Meets/Exceeds Expectations in mathematics on PARCC. We were also excited that Edison was ranked 79th percentile compared to other DPS schools which was 1 percentile point higher than our rating of 78th percentile on the 2014 TCAP reading/writing assessment. Additionally, Edison was ranked in the 85th percentile compared to other DPS schools which was 14 percentile points higher than our rating of 71st percentile on the 2014 TCAP math assessment. In addition to reviewing 2015 PARCC data, 2014 TCAP data and the 2014 SPF, the teachers, SLT and CSC reviewed the 2015 DPS Interim assessment data for math and writing, STAR Early Literacy, STAR reading, DRA2 (Developmental Reading Assessment) and STAR math data which showed continued increases in the percent of students performing in the proficient range. In 2015, 90% of Edison’s kindergarten-5th grade students were at or above grade level on the DRA2 and 82% of 1st-5th graders were at or above grade level on the STAR reading assessments. Additionally, 78% of 1st-5th graders were proficient/advanced on the DPS literacy interim. In 2015 in math, 84% students were at or above grade level on the STAR math assessment and 74% of kindergarten-5th grade students were proficient/advanced on the DPS math interim. Lastly, on the 4th grade social studies CMAS, 49.4% of students were at Strong/Distinguished Command and on the 5th grade science CMAS 49% of students were at Strong/Distinguished Command.



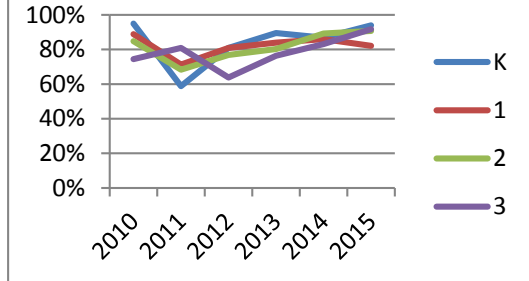
STAR Reading School-wide data



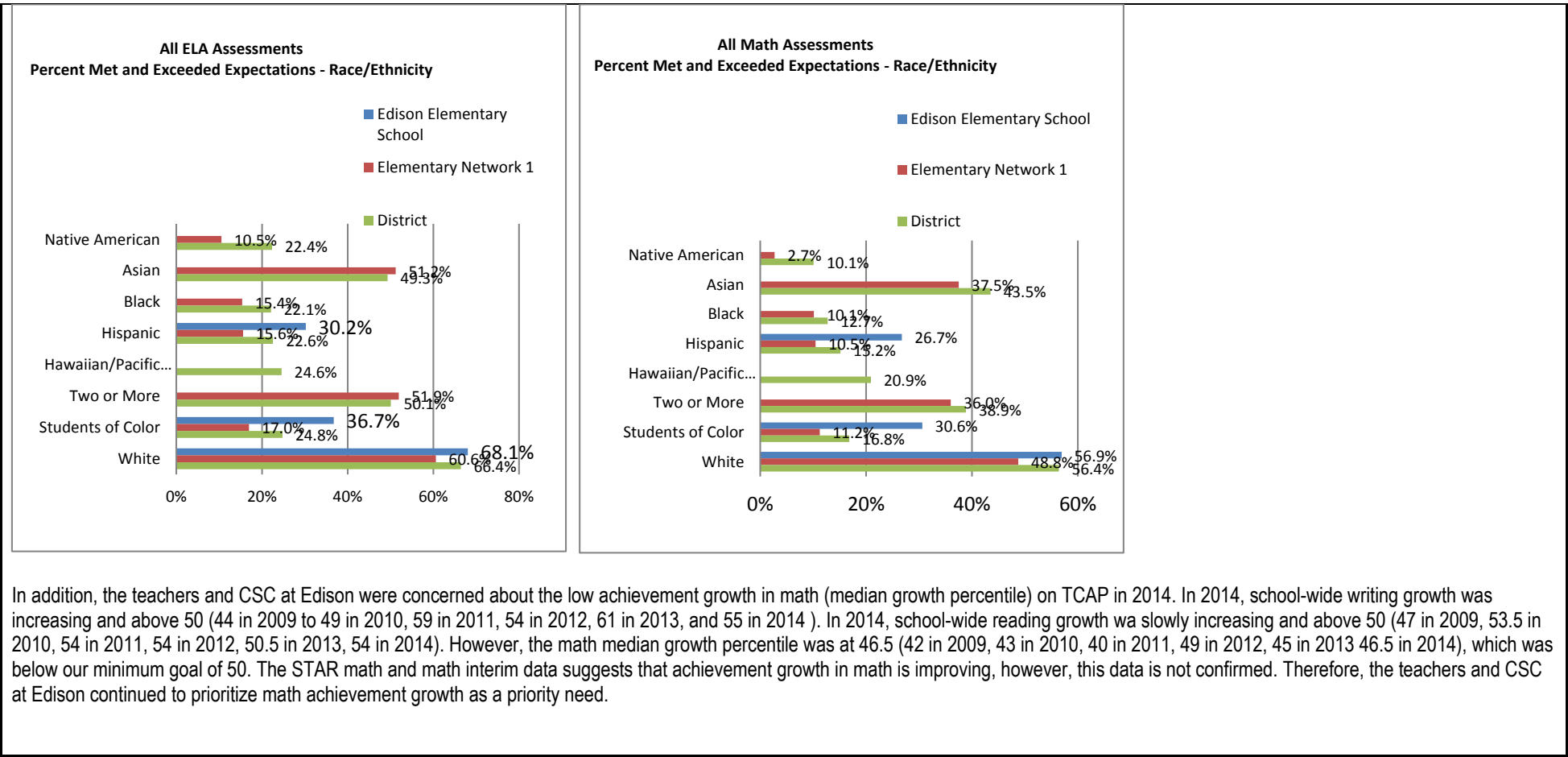
STAR Math School-wide data



READ Act - Percent At or Above Grade Level by Grade

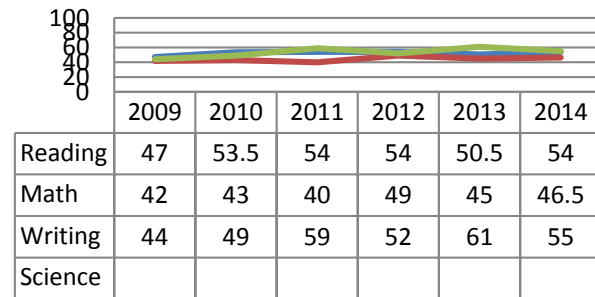


Though Edison has consistently demonstrated reasonably high levels of achievement within DPS, especially in reading and mathematics, there were concerns about the low percentage of students who are Hispanic who score Meets/Exceeds Expectations in English Language Arts and math on PARCC. The percent of students who are White who scored Meets/Exceeds Expectations in 2015 on the PARCC in ELA was 68.1% and math was 56.9% while the percentage of students who are Hispanic who scored Meets/Exceeds Expectations in 2015 on the PARCC in ELA was 30.2% and math was 26.7%. All other assessments show similar gap difficulties. Therefore, the teachers and CSC at Edison prioritized achievement of students who are Hispanic as a priority need.



TCAP Overall

— Reading — Math — Writing — Science

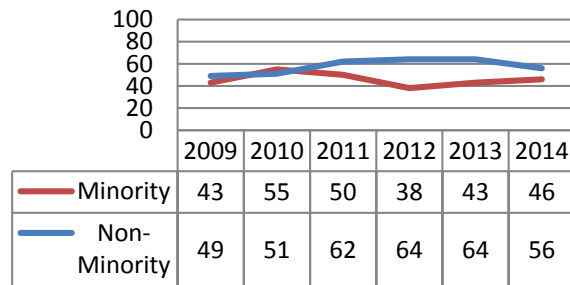


2014 TCAP Achievement Growth Data:

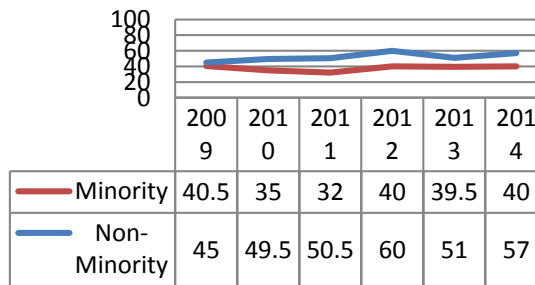
Lastly, after reviewing the data, there were significant achievement growth gaps (MGP) between White students and Hispanic students in reading, writing and math in 2014. All other assessment data also suggest achievement growth gaps. Therefore, the teachers and CSC at Edison identified closing the achievement growth gap between White and Hispanic students in reading, writing and math as a priority need.

2014 TCAP achievement growth gap data:

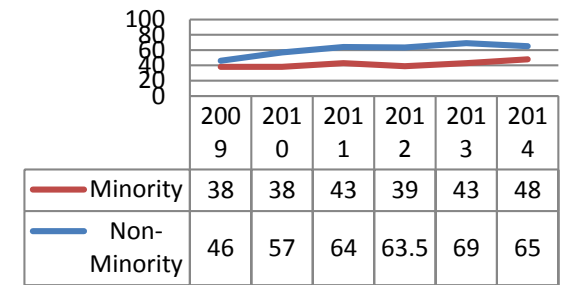
TCAP Reading



TCAP Math



TCAP Writing



Root Cause Analysis:

After identifying the priority needs for the school, the teaching staff then brainstormed and charted possible reasons (root causes) for the weaknesses in writing achievement, achievement growth in math, and achievement gaps between white and Hispanic students. Then, the School Leadership Team and Collaborative School Committee examined the achievement trends and discussed

possible root causes of the achievement weaknesses at Edison. This process allowed the teachers, SLT and CSC to identify the most important root causes for the priority needs. After this collaborative effort, the Edison teachers and CSC came to believe that there are several reasons for these areas of weakness. We determined that relatively low numbers of students scoring proficient/advanced in writing, the moderate achievement growth in math, and the gaps between White/Asian and Hispanic students is due to:

- Teachers need to use of formative assessments to guide differentiated instruction and ensure that students master learning targets based on CCSS in literacy and math, especially for students who are Hispanic.
- Teachers need to increase expectations and supports for academic achievement and student's active engagement to ensure that student master learning targets, especially for students who are Hispanic.
- Teachers need to strategically plan for high quality mathematical tasks that engage students in mathematical thinking and reasoning.
- Teachers need to strategically plan for text-dependent questions and engage students in rigorous, text-based discussions and writing.

In order to verify that our root cause analysis was accurate the administrators walked through classrooms to evaluate current practices and the curriculum that was currently being used in the classrooms. In addition, the School Leadership Team and Collaborative School Committee reviewed the data analysis, root cause analysis and professional development plan to provide additional advice. As a result of this analysis, the priority needs and root causes were determined to be accurate.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percentage of students scoring proficient or advanced on the End of Year Literacy interim will be >80%	At the end of 2015, 90% of Edison's kindergarten-5 th grade students were at or above grade level on the DRA2; 82% of 1 st -5 th graders were at or above grade level on the STAR reading assessments; and 78% of 1 st -5 th graders were proficient or advanced on the DPS literacy interim.	<ul style="list-style-type: none"> - The staff at Edison believe we met the literacy target. Though the % of students reaching the target on the DPS interim was just below 80%, we question these results and feel the DRA and STAR data are more reflective of student achievement. - Yes, we met our target in math based on two data sets, DPS interim and STAR math. - Yes, we met our target for science status.
	The percentage of students scoring proficient or advanced on the End of Year Math interim will be 72%	In 2015 in math, 84% students were at or above grade level on the STAR math assessment and 74% of kindergarten-5 th grade students were proficient/advanced on the DPS math interim.	
Academic Growth	The percentage of students scoring proficient or advanced on the End of Year Science CMAS will be 44%	In 2015, on the 5 th grade science CMAS 49% of students were at Strong/Distinguished Command.	

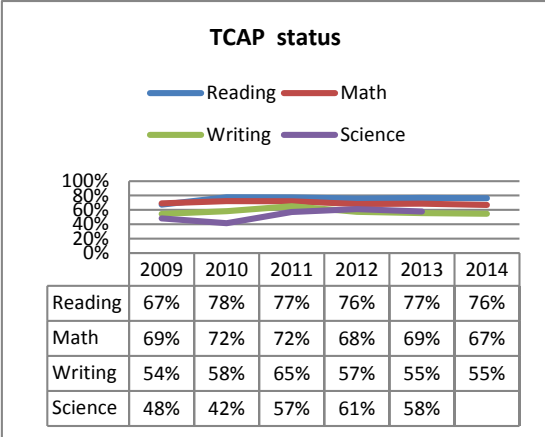
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School Name: EDISON ELEMENTARY SCHOOL

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 Growth Gaps			
Postsecondary & Workforce Readiness			

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>2014 TCAP data:</p>  <table border="1" data-bbox="527 870 999 1040"> <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>67%</td> <td>78%</td> <td>77%</td> <td>76%</td> <td>77%</td> <td>76%</td> </tr> <tr> <td>Math</td> <td>69%</td> <td>72%</td> <td>72%</td> <td>68%</td> <td>69%</td> <td>67%</td> </tr> <tr> <td>Writing</td> <td>54%</td> <td>58%</td> <td>65%</td> <td>57%</td> <td>55%</td> <td>55%</td> </tr> <tr> <td>Science</td> <td>48%</td> <td>42%</td> <td>57%</td> <td>61%</td> <td>58%</td> <td></td> </tr> </tbody> </table> <p>The percentage of students overall at Edison scoring proficient and advanced on TCAP writing between 2009 and 2014 (54%, 58%, 65%, 57%, 55%, 55%) has increased by 1% and is above the state expectation of 53.52%.</p> <p>The percentage of students overall at Edison scoring proficient and advanced on TCAP reading between 2009 and 2014 (67%, 78%, 77%, 76%, 77%, 76%) has increased by 9% and is above the state expectation of 71.65%.</p> <p>The percentage of students overall at Edison scoring proficient and advanced on TCAP math between 2009 and 2014 (69%, 72%, 72%, 68%, 69%, 67%) has decreased by 2% and is below the state expectation of 70.89%.</p>		2009	2010	2011	2012	2013	2014	Reading	67%	78%	77%	76%	77%	76%	Math	69%	72%	72%	68%	69%	67%	Writing	54%	58%	65%	57%	55%	55%	Science	48%	42%	57%	61%	58%		<p>In 2015, the percentage of students who were Hispanic scoring Meets/ Exceeds Expectations in ELA (30.2%) and math (26.7%) was significantly lower than the percentage of students who were White scoring Meets/Exceeds Expectations in ELA (68.1%) and math (56.9%). 2015 Interim, STAR and DRA data supports this priority challenge. 2014 TCAP trend data also supports this priority challenge.</p>	<p>We determined that relatively low numbers of Hispanic students scoring proficient/advanced is due to:</p> <ul style="list-style-type: none"> • Teachers need to use of formative assessments to guide differentiated instruction and ensure that students master learning targets based on CCSS in writing, reading and math, especially for students who are Hispanic. • Teachers need to increase expectations and supports for academic achievement and student's active engagement to ensure that student master learning targets, especially for students who are Hispanic. • Teachers need to strategically plan for text-dependent questions and engage students in rigorous, text-based discussions and writing. • Teachers need to strategically plan for high quality mathematical tasks that engage students in mathematical thinking and reasoning.
	2009	2010	2011	2012	2013	2014																																
Reading	67%	78%	77%	76%	77%	76%																																
Math	69%	72%	72%	68%	69%	67%																																
Writing	54%	58%	65%	57%	55%	55%																																
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Performance Indicators

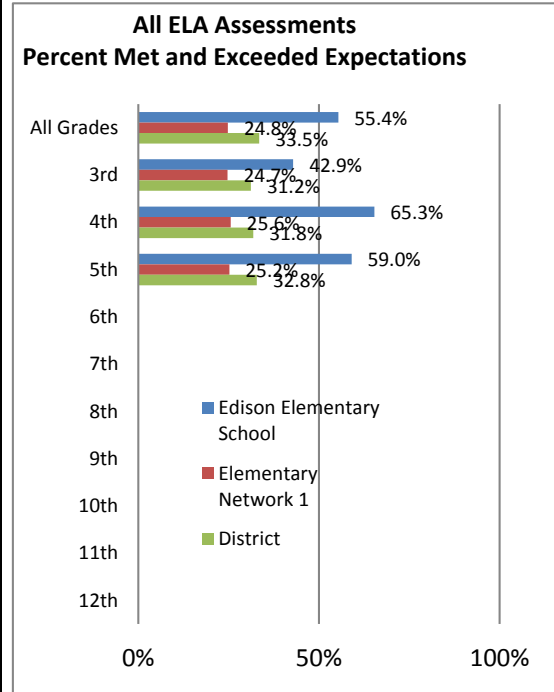
Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

Literacy:

2015 PARCC ELA data:



The percentage of students overall at Edison soring Meet or Exceeding Expectations in English Language Arts in 2015 was 55.4% which was 22% higher than the District percentage of 33.5%.

The percent of students soring Meet or Exceeding Expectations in English Language Arts in 2015 in 3rd grade, 4th grade and 5th grade were above the District percentages.

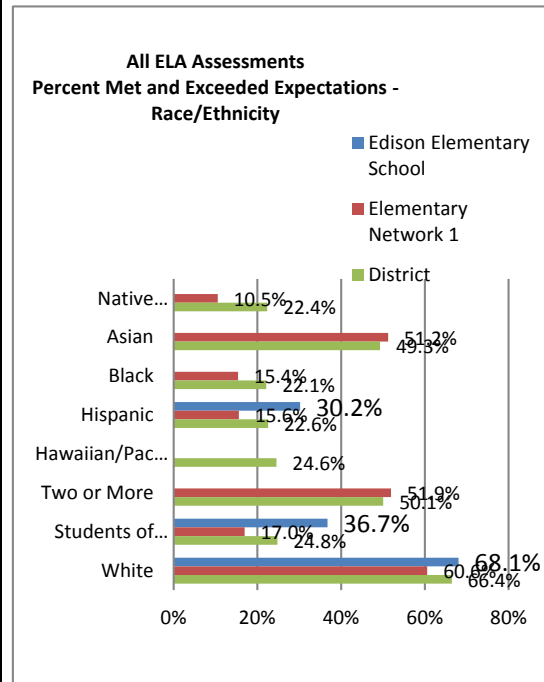
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

2015 Literacy PARCC Ethnicity Data:



The percentage of Hispanic students at Edison scoring Meets or Exceeds Expectations on PARCC ELA in 2015 was 30.2% which was significantly lower than the percentage of White students scoring Meets or Exceeds Expectations on PARCC ELA in 2015 of 68.1%.

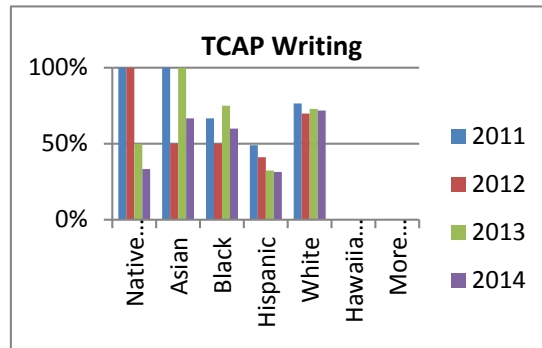
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

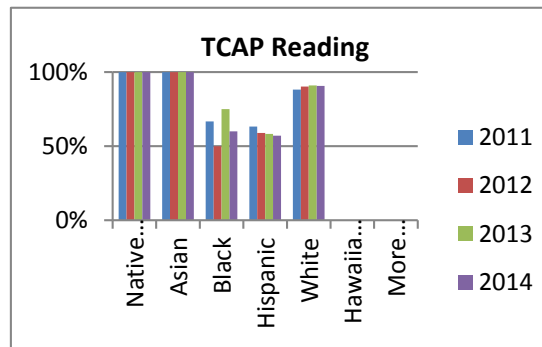
Priority Performance
Challenges

Root Causes

2014 Literacy TCAP Ethnicity Data:



The percentage of Hispanic students at Edison scoring proficient and advanced on TCAP writing between 2011 and 2014 (49%, 41%, 32%, 31%) is significantly lower than the percentage of White students scoring proficient and advanced on TCAP writing between 2011 and 2014 (76%, 70%, 73%, 72%). The state expectation for proficiency in writing for all students is 53.52%.



The percentage of Hispanic students at Edison scoring proficient and advanced on TCAP reading between 2011 and 2014 (63%, 59%, 58%, 57%) is significantly lower than the percentage of White students scoring proficient and advanced on TCAP reading between 2011 and 2014 (88%, 90%, 91%, 91%). The state expectation for proficiency in reading for all students is 71.65%.

Performance Indicators

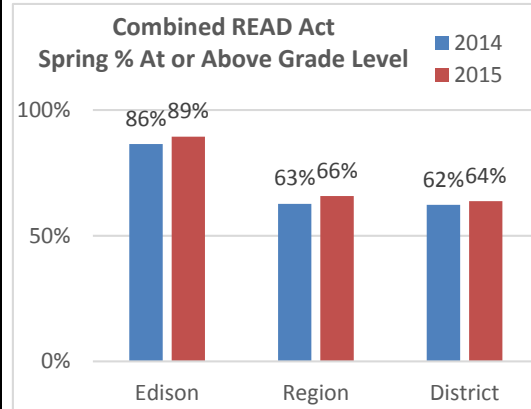
Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

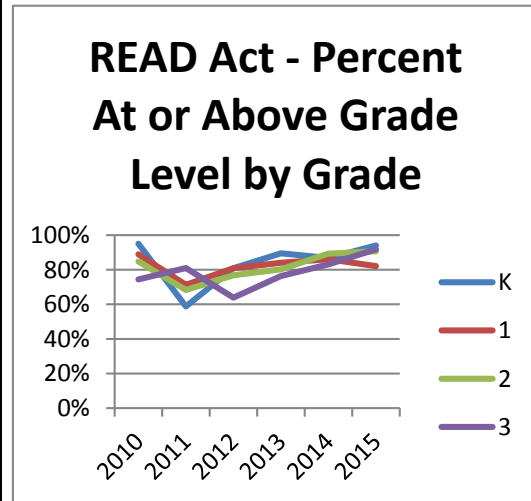
2015 DRA Literacy Data

2014-2015 DRA2 Data



The percentage of students at grade level on DRA 2 in 2014 and 2015 at Edison (86% & 89%) was higher than the region (66% & 66%) and the district (62% & 64%).

2010-2015 Overall School DRA2 Data



The percentage of students overall in grades Kindergarten

Performance Indicators

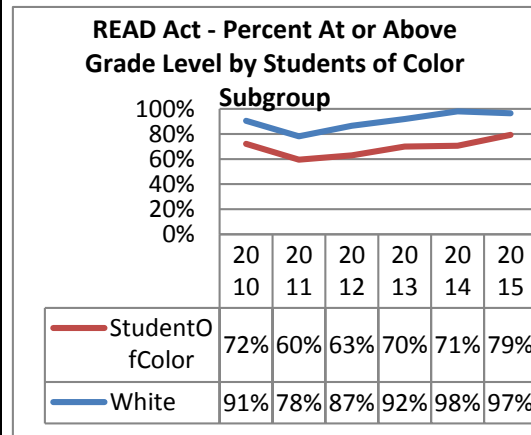
Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

through Third at Edison scoring proficient and advanced on the Developmental Reading Assessment between 2010 and 2015 continually increased and is above 80% in all grade levels (above 90% in grades K, 2, & 3)

2010-2015 Ethnicity DRA2 Data



The percentage of White students in grades Kindergarten through Third at Edison scoring proficient and advanced on the Developmental Reading Assessment between 2010 and 2015 is significantly higher than the percentage of Students of Color (mostly Hispanic) students scoring proficient and advanced.

2015 STAR Reading Literacy Data



Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

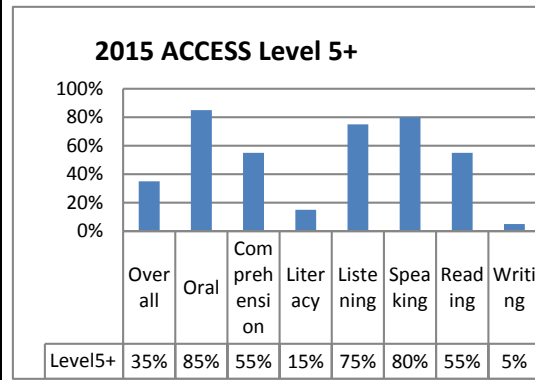
Priority Performance
Challenges

Root Causes

The percentage of students overall in grades Kindergarten through Fifth at Edison scoring proficient and advanced on STAR reading was above 80% and increased from 2012-1015 in every grade.

English Language Acquisition:

2015 ACCESS Above Level 5 Data



35% of Edison's English Language Learners score at Level 5 on ACCESS testing.

Performance Indicators

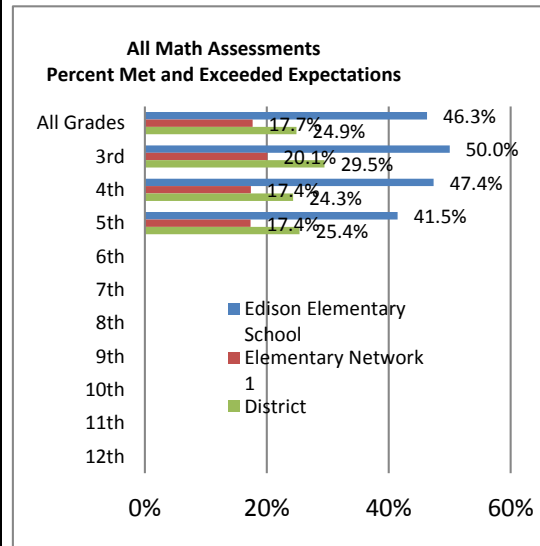
Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

Math:

2015 PARCC Math data:



The percentage of students overall at Edison soring Meet or Exceeding Expectations in Math in 2015 was 46.3% which was 21.4% higher than the District percentage of 24.9%.

The percent of students soring Meet or Exceeding Expectations in Math in 2015 in 3rd grade, 4th grade and 5th grade were above the District percentages.

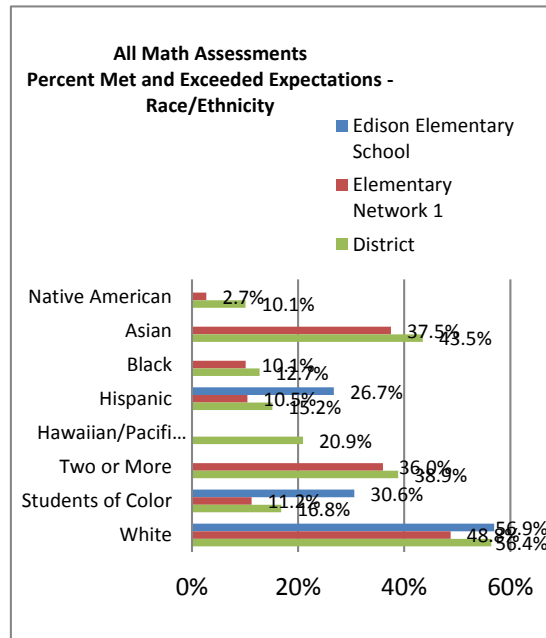
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

2015 Math PARCC Ethnicity Data:



The percentage of Hispanic students at Edison scoring Meets or Exceeds Expectations on PARCC math in 2015 was 26.7% which was significantly lower than the percentage of White students scoring Meets or Exceeds Expectations on PARCC math in 2015 which was 56.9%.

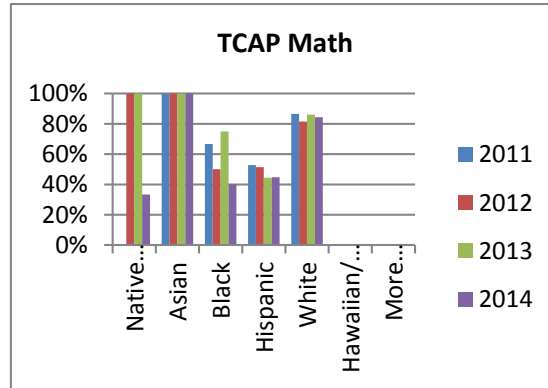
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

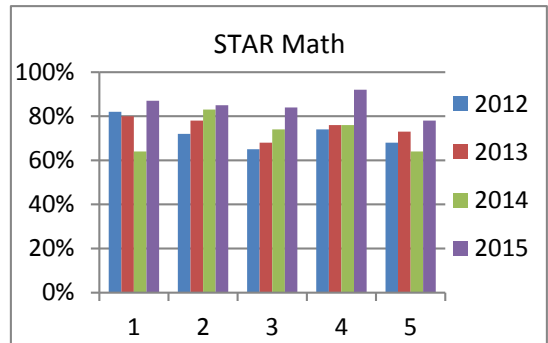
Root Causes

2014 Math TCAP Ethnicity Data:



The percentage of Hispanic students at Edison scoring proficient and advanced on TCAP math between 2011 and 2014 (53%, 51%, 44%, 45%) is significantly lower than the percentage of White students scoring proficient and advanced on TCAP math between 2011 and 2014 (87%, 82%, 86%, 84%). The state expectation for proficiency in math for all students is 70.89%.

2015 STAR Math Data



The percentage of students overall in grades First through Fifth at Edison scoring proficient and advanced on STAR math was above 80% and increased from 2012-15.

Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

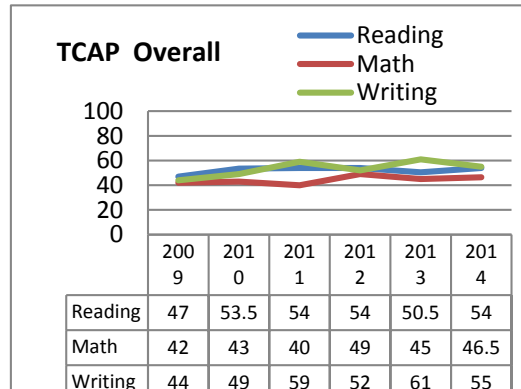
2015 CMAS Science Data

2014 CMAS Science % Strong Command & Distinguished Command					
School		Region		District	
% S & D	Total N	% S & D	Total N	% S & D	Total N
35%	83	21%	755	20%	11983

2015 CMAS Science % Strong Command & Distinguished Command					
School		Region		District	
% S & D	Total N	% S & D	Total N	% S & D	Total N
49%	85	23%	816	20%	12459

The percent of students at Edison scoring Strong and Distinguished command increased by 14% from 2014 (35%) to 2015 (49%) and was above the district both years.

2014 TCAP Growth (MGP) Data



Academic Growth

In 2014, the MGP for math was significantly lower (46.5) than the MGP for writing (55) or reading (54), as measured by the TCAP. The 2015 STAR and interim data suggests that math growth has improved, however, this is not confirmed.

We determined that the significant achievement gap between White students and Hispanic students is due to low growth percentiles as a result of:

- Teachers need to use of formative assessments to guide differentiated instruction and ensure that students master learning targets based on CCSS in math, especially for students who are Hispanic.
- Teachers need to increase expectations and support for academic achievement and student's active engagement to ensure that student master learning targets, especially for students who are Hispanic.
- Teachers need to strategically plan for high quality mathematical tasks that engage students in mathematical

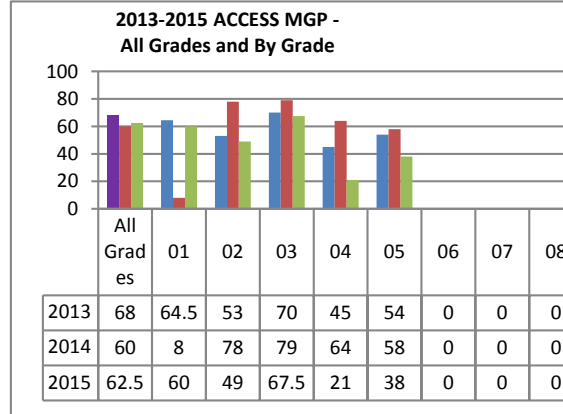
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

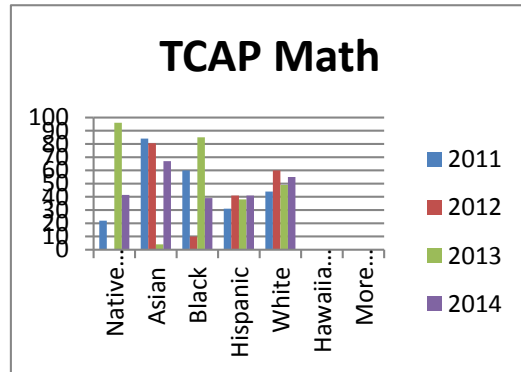
ACCESS Growth Data



The ACCESS MGP for overall is 60.

2014 TCAP Data

2014 Math TCAP MGP Data:



In 2011 through 2014, the TCAP MGP in math was lower for Hispanic students (31, 41, 38, 41) than White students (44, 60, 49, 55). Between 2011 and 2014, Hispanic students did not meet state expectations of 45 in comparison to White students who only did not meet the state expectation in 2011.

In 2011 through 2014 there were academic growth gaps between Hispanic students (43, 39, 43, 48) and White students (64, 63.5, 68, 66) in writing.

In 2011 through 2014 there were academic growth gaps between Hispanic students (31, 41, 38, 41) and White students (44, 60, 49, 55) in math.

We do not have 2015 data to confirm that this trend is continuing.

We determined that the significant growth gap between White students and Hispanic students in reading, writing and math is due to:

- Teachers need to use of formative assessments to guide differentiated instruction and ensure that all students master learning targets based on CCSS, in reading, writing and math, especially for students who are Hispanic.
- Teachers need to increase expectations and supports for academic achievement and student's active engagement in culturally relevant ways to ensure that all students master learning targets, especially for students who are Hispanic.

Academic Growth Gaps

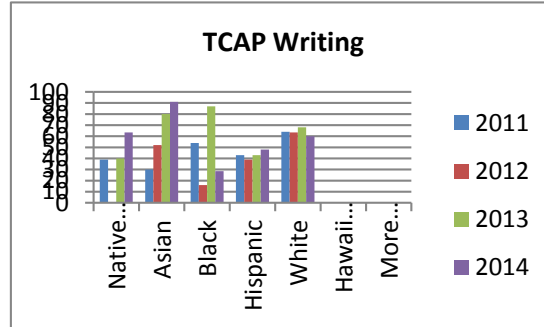
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

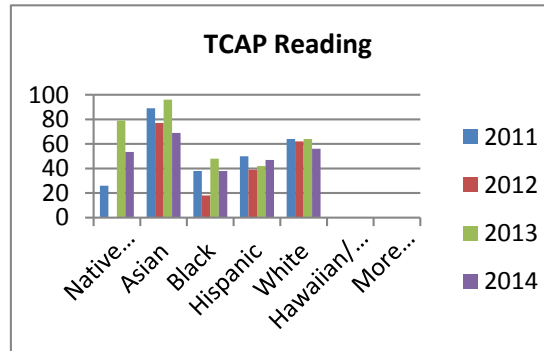
Root Causes

2014 Writing TCAP MGP Data:



In 2011 through 2014, the TCAP MGP in writing was lower for Hispanic students (43, 39, 43, 48) than White students (64, 63.5, 68, 66). Although in 2011, 2013, and 2014 Hispanic students met state expectations of at least 43, growth in comparison to White students is not as strong.

2014 Reading TCAP MGP Data:



In 2011 through 2014, the TCAP MGP in reading was lower for Hispanic students (50, 39, 42, 47) than White students (64, 62, 64, 56). Although both Hispanic and White students met state expectations of 25, Hispanic students made less growth than White students. Nevertheless, achievement gaps between 2011 and 2014 are closing.

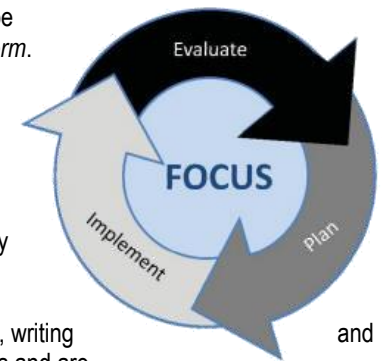
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness			

Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA					
		READ	In 2015, the percentage of students who were Hispanic scoring Meets/ Exceeds Expectations in ELA (30.2%) was significantly lower than the percentage of students who were White scoring Meets/Exceeds Expectations in ELA (68.1%) 2015 Interim, STAR and DRA data supports this priority challenge. 2014 TCAP trend data also supports this priority challenge.	The percentage of students scoring Meets or Exceeds Expectations on the PARCC Literacy assessment will be >60% overall and >34% for students who are Hispanic.	The percentage of students scoring Meets or Exceeds Expectations on the PARCC Literacy assessment will be >63% overall and >37% for students who are Hispanic.	ANet Interims STAR reading Formative assessments	Strategy 1
		M	In 2015, the percentage of students who were Hispanic scoring Meets/ Exceeds Expectations in math (26.7%) was significantly lower than the percentage of students who were White scoring Meets/Exceeds Expectations in math (56.9%). 2015 Interim, STAR and DRA data supports this priority challenge. 2014 TCAP trend data also supports this priority challenge.	The percentage of students scoring Meets or Exceeds Expectations on the PARCC Math assessment will be >50% overall and >30% for students who are Hispanic.	The percentage of students scoring Meets or Exceeds Expectations on the PARCC Math assessment will be >53% overall and >34% for students who are Hispanic.	ANet Interims STAR Math Formative assessments	Strategy 2
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP					
Academic	Median Growth	ELA					

Growth Gaps	Percentile, local measures	M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Implement a collaborative, professional learning community, which ensures the use of formative assessments and best practices in reading to drive data-based, differentiated and engaging instruction in reading through the analysis of formative assessment and strategic planning of standards-aligned, scaffolded text-dependent questions that translate into text-based discussions and writing, based on research from Spencer Kagan, Paul Banbrick-Santoyo, Dylan Wiliam, and Douglas Fisher.

Root Cause(s) Addressed:

- Teachers need to strategically plan for text-dependent questions and engage students in rigorous, text-based discussions and writing.
- Teachers need to use of formative assessments to guide differentiated instruction and ensure that students master learning targets based on CCSS, in reading and writing, especially for students who are Hispanic.
- Teachers need to increase expectations and support for academic achievement and student's active engagement to ensure that student master learning targets, especially for students who are Hispanic.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Teachers will improve their pedagogical knowledge in reading instruction, text complexity and use of formative assessment.	Sept-May 2015-16 (monthly)		DR coaches Teacher Leaders Teachers School Leaders	Donor's Choose grants for books for book study books.	- Monthly, September through May, all teachers will participate in Edison's book study PDU. Teachers will read the books: <i>Embedded Formative Assessment</i> by Dylan Wiliam and <i>Text Complexity: Raising Rigor in Reading</i> by Douglas Fisher, Nancy Frey, and Diane Lapp and participate in monthly books study discussions. - Teachers will participate in 1 learning walk and 1 collaborative planning session with a focus on reading instruction. - All classroom/intervention teachers will write detailed, rigorous lesson plans which include formative assessments, for core reading and guided reading (weekly). - All teachers will intentionally plan for	In Progress

					<p>culturally relevant and diverse text.</p> <ul style="list-style-type: none"> - Teachers will receive feedback from Team Leads (DRs) or school leaders on lesson plans (weekly) until lesson plans demonstrate effective strategies and formative assessments. - By May 2016, 80% of teachers will be effectively planning for reading instruction using effective reading strategies and formative assessments. 	
<p>Classroom and intervention teachers will use the CCSS, Assessment Network (ANet), STAR reading and/or formative assessments to plan for rigorous, differentiated literacy instruction with an intentional focus on students who are below grade level/Hispanic.</p>	<p>Aug & Sept 2015</p> <p>Oct 2015, Dec 2015, Feb 2016, May 2016</p> <p>Sept 2015- May 2016</p>		<p>Teachers, Teacher Leaders School Leaders</p>	<p>District supported funds (general funds)</p>	<ul style="list-style-type: none"> - In August/September, all classroom teachers will analyze the CCSS and ANet/formative assessments and calendar (backward map) a literacy scope and sequence. - In October, December, February and May, 2nd-5th grade teachers will administer the ANet assessments and STAR reading assessments. - In October, December, February and May, after each ANet assessment, teachers will analyze the data and plan for a re-teach week and differentiation. Teachers will disaggregate data by ethnicity and intentionally focus on students who are below grade level/Hispanic. - In October, December, February and May, teachers will receive feedback on all reteach plans from a school leader. - Weekly, teachers will collaboratively analyze data (guided reading levels, STAR EL/reading, AR, writing samples, formative assessments) and develop SMART goals and action plans for their students. Teachers will disaggregate data based on ethnicity and develop specific action plans for students who are below grade level/Hispanic. 	<p>In Progress</p>
<p>Classroom teachers will collaboratively plan for reading instruction using standards-aligned, scaffolded, text-dependent questions that translate into text-based discussions and writing.</p>	<p>Aug & Sept 2015</p> <p>Sept 2015- May 2016</p>		<p>Teachers, Teacher leaders School Leaders</p>	<p>N/A</p>	<ul style="list-style-type: none"> - In August/September, all teachers will be trained in e a 'text talk' protocol and text-dependent questions. - Weekly, teachers will collaboratively write detailed lesson plans for core reading and guided reading that include text-dependent questions. - Teachers will receive feedback from Team Leads (DRs) or school leaders on lesson plans (weekly) until lesson plans demonstrate rigorous text-dependent questions. 	<p>In Progress</p>

					<ul style="list-style-type: none"> - By December, 50% of teachers will be effective in planning with text-dependent questions. By May 2016, 90% of teachers will be effectively planning for reading instruction using text-dependent questions. 	
Classroom teachers will collaborate regularly on writing and science/social studies instruction to ensure instruction of CCSS/CAS and rigorous, data-based, differentiated instruction with an intentional focus on students who are below grade level/Hispanic.	<p>Aug & Sept 2015</p> <p>Sept 2015- May 2016</p>		Teacher Leaders Teachers, School Leaders	N/A	<ul style="list-style-type: none"> -In August & September, teachers will reflect on and improve their scope and sequence for writing, utilizing Writing Alive and the CCSS. -In August & September, teachers will reflect on and improve their scope and sequence for science and social studies using the CAS. - Monthly, teachers will revise/develop formative assessments for writing (writing prompts and rubrics & grammar/ conventions). - Monthly, teachers will revise/improve lesson plans for Science/Social Studies units ensuring that each unit has at least one project and one written assessment. - Every 6 weeks, after each writing assessment, teachers will collaboratively analyze data and develop SMART goals and action plans for their students. Teachers will disaggregate data based on ethnicity and develop specific action plans for students who are below grade level/Hispanic. 	In Progress
Teachers will increase student active engagement in the classroom with an intentional focus on students who are below grade level/Hispanic.	<p>Aug 2015</p> <p>Jan-March 2016</p> <p>Sept 2015- May 2016</p>		Teachers Teacher Leaders	N/A	<ul style="list-style-type: none"> - All new teachers will receive Kagan Cooperative Learning book in August. - All teachers who are not trained in Kagan will attend conference in Jan-March. - All teachers will include Kagan Cooperative learning and technology in the lesson plans and instruction. - The DR Team Lead coach or school leader will coach, observe and provide feedback to all teachers regarding student collaboration. - 50% of teachers will increase their LEAP score by 1 on I8 (student collaboration) from Aug-May. -All teachers will intentionally plan for student collaboration, brain breaks, morning meetings and processing time to support building strong relationships with students and be responsive to students' needs. 	In Progress

DR Team Lead coaches and School Leaders will conduct weekly observations for all teachers at Edison and provide specific, actionable feedback.	Sept-April 2015-16		DR coaches School Leaders		<ul style="list-style-type: none"> - DR Team Leads and School Leaders will observe teachers weekly. - DRs and School Leaders will conduct feedback conversations with teachers weekly or bi-monthly and provide specific, actionable feedback to support improved instruction. - Every teacher will receive at least 1 Full Leap observation, 4 Partial observations and many walkthrough observations during the school year. 	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.

Major Improvement Strategy #2: Implement a collaborative, professional learning community, which ensures the use of formative assessments and best practices in math to drive data-based, **differentiated and engaging instruction in math** through the analysis of formative assessment and strategic planning of high quality mathematical tasks that are accessible to all students and require them to actively engage in mathematical thinking through multiple solution methods, based on research from Spencer Kagan, Paul Banbrick-Santoyo, and Dylan Wiliam.

Root Cause(s) Addressed

- Teachers need to strategically plan for high quality mathematical tasks that engage students in mathematical thinking and reasoning.
- Teachers need to use of formative assessments to guide differentiated instruction and ensure that students master learning targets based on CCSS, in reading, writing and math, especially for students who are Hispanic.
- Teachers need to increase expectations and support for academic achievement and student's active engagement to ensure that student master learning targets, especially for students who are Hispanic.

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

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

READ Act Requirements Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Teachers will improve their pedagogical knowledge in math instruction and use of formative assessment.	Sept-May 2015-16 Jan-March 2016		DR coaches Teacher Leaders Teachers School Leaders	Donor's Choose grants for books for book study books.	<ul style="list-style-type: none"> - All teachers will participate in Edison's book study PDU. Teachers will read the books: <i>Embedded Formative Assessment</i> by Dylan Wiliam, to improve their pedagogical knowledge in math and use of formative assessment to guide instruction. - Teachers will participate in 1 learning 	In progress

	Sept 2015- May 2016				<p>walk and 1 collaborative planning session with a focus on math instruction.</p> <ul style="list-style-type: none"> - All classroom/intervention teachers will write detailed, rigorous lesson plans for math, embedding math tasks and engaging mathematical thinking to allow students to grapple with mathematical tasks and time to correct misunderstandings (weekly). - Teachers will plan intentionally for modeling and student explanations of their thinking. - Teachers will receive feedback from Team Leads (DRs) or school leaders on lesson plans (weekly) until lesson plans demonstrate effective strategies and formative assessments. - By May 2016, 80% of teachers will be effectively planning for math instruction using effective math strategies and formative assessments. 	
Classroom and intervention teachers will use the CCSS, Assessment Network (ANet), STAR math and/or formative assessments to plan for rigorous, differentiated math instruction with an intentional focus on students who are below grade level/Hispanic.	Aug & Sept 2015 Oct 2015- May 2016		Teachers, Teacher Leaders School Leaders	District supported funds (general funds)	<ul style="list-style-type: none"> -In August/September, all classroom teachers will analyze the CCSS and ANet/formative assessments and calendar (backward map) a math scope and sequence. - In October, December, February and May, 2nd-5th grade teachers will administer the ANet assessments and STAR reading assessments. - In October, December, February and May, after each ANet assessment, teachers will analyze the data and plan for a re-teach week and differentiation. Teachers will disaggregate data based on ethnicity and intentionally focus on students who are below grade level/Hispanic. - In October, December, February and May, teachers will receive feedback on all reteach plans from a school leader. - Monthly, teachers will collaboratively analyze data (STAR math, Math Facts in a Flash, Math unit assessments) and develop SMART goals and action plans for their students. Teachers will disaggregate data based on ethnicity and develop specific action plans for students who are below grade level/Hispanic. 	In Progress
Classroom teachers will collaborate regularly on math instruction, ensuring high quality mathematical tasks	Aug-May		Teachers	N/A	- Weekly, teachers will collaboratively write detailed lesson plans for math that	In progress

<p>that are accessible to all students and requiring students to actively engage in mathematical thinking through multiple solution methods.</p>	<p>2015-16</p> <p>Dec 2015</p> <p>May 2016</p>		<p>Facilitator Principal, AP</p>		<p>includes mathematical tasks and multiple solutions.</p> <ul style="list-style-type: none"> - Teachers will plan for and give weekly short formative assessments/exit slips and use these to differentiate instruction. - Weekly, teachers will receive feedback from Team Leads (DRs) or school leaders on lesson plans and formative assessments related to rigorous tasks and multiple solutions. - In December, all teachers will be trained in 'procedural', 'application', and 'conceptual' tasks within the CCSS for math. - By December, 50% of teachers will be effective in planning with rigorous tasks - By May 2016, 90% of teachers will be effectively planning for math instruction using rigorous tasks and multiple solutions. 	
<p>Teachers will increase active student engagement during math, utilizing technology and cooperative structures, with an intentional focus on students who are below grade level/Hispanic.</p>	<p>Aug 2015</p> <p>Jan/Feb 2016</p> <p>Sept 2015-May 2016</p>		<p>Teachers Teacher Leaders</p>	<p>N/A</p>	<ul style="list-style-type: none"> - All new teachers will receive Kagan Cooperative Learning book in August. - Teachers who are not trained in Kagan will attend conference by February 2016 - All teachers will include Kagan Cooperative learning and technology in math lesson plans and instruction to ensure active student engagement. -All teachers will intentionally build strong relationships with students and be responsive to students' needs (ie – collaboration, brain breaks, cultural differences, process time, etc) during math. - The DR Team Lead coach or school leader will coach, observe and provide feedback to all teachers regarding student collaboration during math. 50% of teachers will increase their LEAP score by 1 on 18 (student collaboration) from Aug-May. 	<p>In Progress</p>
<p>DR coaches and School Leaders will conduct weekly observations for all teachers at Edison and provide specific, actionable feedback.</p>	<p>Sept-April 2015-16</p>		<p>DR coaches School Leaders</p>		<ul style="list-style-type: none"> - DRs and School Leaders will observe teachers weekly. - DRs and School Leaders will conduct feedback conversations with teachers weekly or bi-monthly and provide specific, actionable feedback to support improved instruction. - Every teacher will receive at least 1 Full Leap observation, 4 Partial 	<p>In Progress</p>

					observations and many walkthrough observations during the school year.	
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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.

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.*

Parent Involvement/Communication

- School Plan under State Accountability.
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant.
 Title I schoolwide or targeted assistance requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Hold Back to School Night to introduce parents to teachers and communication plan for the year	August	Teachers/Administrators	PTA funds refreshments	Sign-in sheets
Hold monthly CSC meetings to engage parents and teachers in school decision making.	Aug-May	CSC members	None	Meeting agendas, minutes, sign-in sheets
Hold six PTA meetings throughout the year to engage parents/community in fundraising, volunteering, and supporting student achievement at home.	Sept-May	Administrators/PTA	PTA funds refreshments	Meeting agendas and sign-in sheets
Provide regular parent communication through: <ul style="list-style-type: none"> • Monthly newsletters from the school • School webpage & blog & social media • IC messages • Classroom newsletters & blogs 	Sept-May	Administrators, Teachers	Copying costs	Copies of newsletters, IC messages, other communication
Provide parent volunteering opportunities at the school to include: <ul style="list-style-type: none"> • Communication of volunteer policy and opportunities • Participation in PTA, CSC, student enrichment programs • Participation/organization of community events • Volunteering in the classroom • AR leveling/tallying 	Sept-May	Administrators, Teachers, PTA, CSC	Copying costs	Volunteer policy, newsletters, community events calendar
Hold Fall Festival to celebrate the Edison community.	October	Teachers/Administrators, PTA	Copying costs	Flyer, Newsletter
Hold parent-teacher-student conferences to share student achievement progress and goals with parents.	October February	Teachers	None	Sign-in sheets
Hold a Literacy Night where students share their literacy	December	Teachers, Administrators, Facilitator	Copying costs	Description of activities from each classroom,

skills with parents, a book fair is offered, and parents/students/teachers celebrate literacy.				flyer, sign-in sheets
Hold an Author's Tea students share their writing with parents.	April	Teachers, Administrators, Facilitator	Copying costs	Description of activities from each classroom, flyer, sign-in sheets
Hold a field day to promote student health and physical fitness and to support parent involvement in student learning.	May	Teachers/Administrators	Copying costs	Flyer, schedule of events
Hold one music and art performance per grade level to engage ECE-5 th grade students in the arts and to support parent involvement in student learning.	Sept-May	Music, art, PE teachers	Copying costs	Flyer of performance
Student work, both projects and written assignments, will be showcased and celebrated throughout the school and on classroom blogs.	Sept-May	Classroom Teachers	None	Projects posted on walls