

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

Organization Code: **0880**      District Name: **DENVER COUNTY 1**      School Code: **3478**      School Name: **GODSMAN ELEMENTARY SCHOOL**      Official 2014 SPF: **3 Year**

### Section I: Summary Information about the School

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

#### Executive Summary

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

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

A high percentage of students across all grade levels are reading below grade level, and significantly below grade level (K: 46%, 1: 35%, 2: 43%, 3: 70%, 4: 23% SBGL (BG not provided), 5: 15% SBGL (BG not provided). Non-ELL: K: 58%, 1: 30%, 2: 45%, 3: 67%. ELL: K: 33%, 1: 41%, 2: 40%, 3: 90%.

##### 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.*

Lack of data use in day to day lesson planning and differentiation  
 Lack of targeted small group instruction based on data analysis  
 Lack of fidelity to literacy squared & GLAD program,  
 Lack of consistency in planning for and teaching content language objectives.

##### 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.*

The Major Improvement Strategies that the school will focus on

1. Lead consistent DDI and collaborative planning meetings to increase the effectiveness of how data is used to drive instruction
2. Use Literacy Squared and Learning Labs to Increase effectiveness of ELD block with an emphasis on bridging
3. Clarify the role of parent liaison to strategically ensure increased impact, accountability, and capacity

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

### Pre-Populated Report for the School

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

#### Accountability Status and Requirements for Improvement Plan

<b>Summary of School Plan Timeline</b>	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> 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 <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
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).
<b>ESEA and Grant Accountability</b>			
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

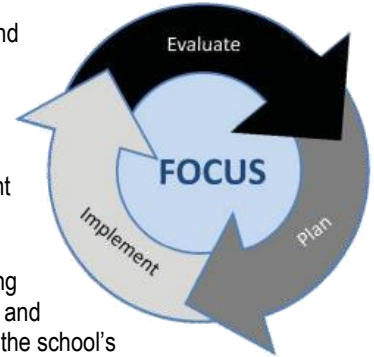
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Yes. New Teacher Induction Grant, through CO Education Institute for \$5000, to provide support to novice teachers.
External 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 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	Priscilla, Hopkins--Principal
	Email	Priscilla_hopkins@dpsk12.org
	Phone	720-424-7062
	Mailing Address	2120 west Arkansas Ave, 80223
2	Name and Title	Justina Carney
	Email	Justina_carney@dpsk12.org
	Phone	720-424-7062
	Mailing Address	2120 west Arkansas Ave, 80223

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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><b>Description of School Setting and Process for Data Analysis:</b> 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><b>Review Current Performance:</b> 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><b>Trend Analysis:</b> 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><b>Priority Performance Challenges:</b> 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><b>Root Cause Analysis:</b> 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:**  
The school leadership team met during a school planning retreat at the beginning of the year and analyzed multiple data sources, including READ Act, DRA/EDL, SPF and School Satisfaction Surveys from Parents.  
The team identified a Priority Performance Challenge as a high percentage of students across all grade levels are reading below grade level, and significantly below grade level (K: 46%, 1: 35%, 2: 43%, 3: 70%, 4: 23% SBGL (BG not provided), 5: 15% SBGL (BG not provided). Non-ELL: K: 58%, 1: 30%, 2: 45%, 3: 67%. ELL: K: 33%, 1: 41%, 2: 40%, 3: 90%.

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The root causes of students reading below grade level includes: Lack of data use in day to day lesson planning and differentiation, Lack of targeted small group instruction based on data analysis, Lack of fidelity to literacy squared & GLAD program, Lack of consistency in planning for and teaching content language objectives.

The Major Improvement Strategies that the school will focus on:

1. Lead consistent DDI and collaborative planning meetings to increase the effectiveness of how data is used to drive instruction
2. Use Literacy Squared and Learning Labs to Increase effectiveness of ELD block with an emphasis on bridging
3. Clarify the role of parent liaison to strategically ensure increased impact, accountability, and capacity

**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.*

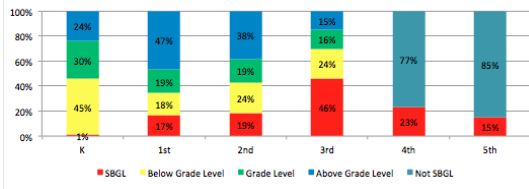
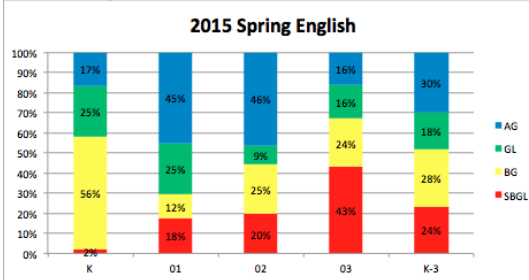
Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	80% of Kindergarten students will read at or above grade level by the Spring EOY assessment.	54% of Kindergarten students were reading at or above grade level. Not met -26% below target.	Lack of data use in day to day lesson planning and differentiation Lack of targeted small group instruction based on data analysis Lack of fidelity to literacy squared & GLAD program, Lack of consistency in planning for and teaching content language objectives.
	80% of 3 <sup>rd</sup> grade students will read at or above grade level by the Spring EOY assessment.	31% of 3 <sup>rd</sup> grade students were reading at or above grade level. Not met -49% below grade level.	
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

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**Worksheet #2: Data Analysis**

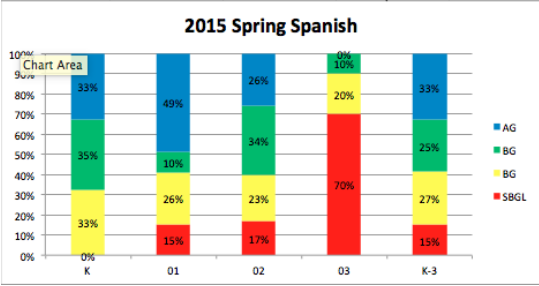
**Directions:** *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p style="text-align: center;"><b>% at each Proficiency Level by Grade</b></p>  <p>Students at Godsman below grade level and on READ Plans across all grade levels include: K: 46%, 1: 35%, 2: 43%, 3: 70%, 4: 23% SBGL (BG not provided), 5: 15% SBGL (BG not provided).</p> <p style="text-align: center;"><b>2015 Spring English</b></p>  <p>Non-ELL K-3 students below grade level and on READ Plans, across all grade levels at Godsman</p>	<p>A high percentage of students across all grade levels are reading below grade level, and significantly below grade level (K: 46%, 1: 35%, 2: 43%, 3: 70%, 4: 23% SBGL (BG not provided), 5: 15% SBGL (BG not provided). Non-ELL: K: 58%, 1: 30%, 2: 45%, 3: 67%. ELL: K: 33%, 1: 41%, 2: 40%, 3: 90%.</p>	<ul style="list-style-type: none"> <li>/// Lack of data use in day to day lesson planning and differentiation</li> <li>/// lack of targeted small group instruction based on data analysis</li> <li>/// lack of fidelity to literacy squared &amp; GLAD program,</li> <li>/// lack of consistency in planning for and teaching content language objectives.</li> </ul>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p>Elementary: K: 58%, 1: 30%, 2: 45%, 3: 67%.</p>  <p>2015 Spring Spanish</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>AG</th> <th>BG</th> <th>SBGL</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>33%</td> <td>35%</td> <td>33%</td> </tr> <tr> <td>01</td> <td>49%</td> <td>10%</td> <td>15%</td> </tr> <tr> <td>02</td> <td>26%</td> <td>34%</td> <td>17%</td> </tr> <tr> <td>03</td> <td>0%</td> <td>10%</td> <td>70%</td> </tr> <tr> <td>K-3</td> <td>33%</td> <td>25%</td> <td>15%</td> </tr> </tbody> </table> <p>ELL K-3 students below grade level and on READ Plans, across all grade levels at Godsman Elementary: K: 33%, 1: 41%, 2: 40%, 3: 90%.</p>	Grade	AG	BG	SBGL	K	33%	35%	33%	01	49%	10%	15%	02	26%	34%	17%	03	0%	10%	70%	K-3	33%	25%	15%		
Grade	AG	BG	SBGL																								
K	33%	35%	33%																								
01	49%	10%	15%																								
02	26%	34%	17%																								
03	0%	10%	70%																								
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Academic Growth																											
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Postsecondary & Workforce Readiness																											

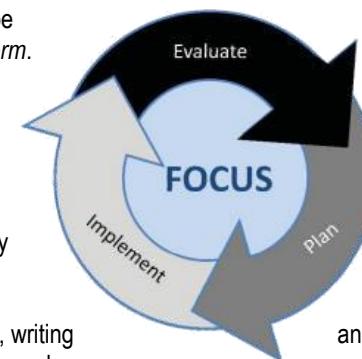
## Section IV: Action Plan(s)

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	A high percentage of students across all grade levels are reading below grade level, and significantly below grade level (K: 46%, 1: 35%, 2: 43%, 3: 70%, 4: 23% SBGL (BG not provided), 5: 15% SBGL (BG not provided). Non-ELL: K: 58%, 1: 30%, 2: 45%, 3: 67%. ELL: K: 33%, 1: 41%, 2: 40%, 3: 90%.	80% of K, 1 <sup>st</sup> and 3 <sup>rd</sup> grade students will read at or above grade level on the Spring EOY assessment.	80% of K-5 students will read at or above grade level on the Spring EOY assessment.	Running Records DRA/EDL	Lead consistent DDI and collaborative planning meetings to increase the effectiveness of how data is used to drive instruction.  Use Literacy Squared and Learning Labs to increase effectiveness of ELD block with an emphasis on bridging.
		READ		A reduction in students below grade level and SBGL for every grade: Non-ELL: K: 29%, 1: 15%, 2: 22%, 3: 33%. ELL: K: 16%, 1: 20%, 2: 20%, 3: 45%.	A reduction in students below grade level and SBGL for every grade: Non-ELL: K: 14%, 1: 7%, 2: 11%, 3: 16%. ELL: K: 8%, 1: 10%, 2: 10%, 3: 22%.		
		M					
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce	Graduation Rate						
	Disag. Grad Rate						

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Readiness	Dropout Rate					
	Mean CO ACT					
	Other PWR Measures					

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### Action Planning Form for 2015-16 and 2016-17

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

**Major Improvement Strategy #1:** Lead consistent DDI and collaborative planning meetings to increase the effectiveness of how data is used to drive instruction.

**Root Cause(s) Addressed:** lack of data use in day to day lesson planning and differentiation, lack of targeted small group instruction based on data analysis

**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				
Create and utilize common instructional team planning agenda with protocols in order to achieve backwards planning and data analysis within grade level teams	x	x	Admin Team Teacher Leaders Data Coordinator (SLT)		Teacher leaders identified, SLO process completed- 2014 School wide uniform agenda, protocols for grade level data analysis and planning -August, 2015	In progress
Create and utilize in house, school-wide data tracking system		x	Data Coordinator Teachers		August, 2015	In progress Administration has co-observed all collaborative team planning In progress (w NCTL)
Consistently meet as SLT to revisit and revise school wide data protocols and		x	Admin Team Teacher		Throughout 2015-2016 school year – Wednesday 7:00- 7:45	Analysis of data during staff development days (10/15,

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progress			Leaders Data Coordinator		am	1/15) Admin introduced reteach planning and observed reteach instruction in all classrooms

\* 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:** Use Literacy Squared and Learning Labs to increase effectiveness of ELD block with an emphasis on bridging  
**Root Cause(s) Addressed:** lack of fidelity to literacy squared & GLAD program, Lack of ACCESS data use in instructional planning, lack of consistency in planning for and teaching content language objectives

**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				
Observation & Feedback cycles/ Literacy Squared Learning Labs/Informal planning meetings with Lit Squared	x	x	Admin + DR Coach  Lit Squared Consultants		2 Learning Labs per year	In progress
Dictado and Oracy strategies from Literacy Squared	x	x	Admin Literacy Squared Consultants	Funded through grant monies	CU professors coach teams and individual teachers	Ongoing throughout the school year
ELD Planning using Data Source: ACCESS, Dictado, Reading English vs. Spanish (DRA/EDL/ Istation), Writing Prompt Data, STAR	x	x	Admin Teacher Leaders	Schoolnet (online data for every teacher) WIDA standards	Using multiple measures	In progress
GLAD Training and informal Observations			ELA Department	District CEI Grant \$5100		
Schoolwide PD for Language		x	Literacy Squared	Research Grant through CU		

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Structures in Literacy (ELD focus)		Consultants			
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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 #3:** Clarify the role of parent liaison to strategically ensure increased impact, accountability, and capacity.

**Root Cause(s) Addressed:** Low parent dissatisfaction expressed in SSS, parent coffees, etc.

**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				
Parent liaison to organize at least 2 educational evenings	x	x	Parent Liaison		Math and Literacy night	On going (complete 2014-2015)
Monthly Map of action steps laid out for Parent Liaison with monthly check ins	x	x	Parent Liaison & Principal		Parent area updated, utilized, volunteers in school, parent evenings organized	On going

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

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

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