COLORADO
Department of Education

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

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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 3600   School Name: GRANT BEACON MIDDLE 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			
	Priority Performance Challenge	**Root Cause Analysis**	**Identified Major Improvement Strategy**
Status: ELA	Focus on text complexity and cognitive demand shifts, especially specific to reading	The main root cause is the shift from old standards / TCAP to Common Core Standards / CMAS. The standards themselves are different, the cognitive demand is different, and we are not measuring the same thing. However, writing was not as impacted in terms of overall percentages compared to reading (even though CMAS now combines reading and writing into one…ELA). The writing process does not include as many shifts compared to reading expected skills and knowledge. The cognitive demand specific to reading is so much greater with Common Core. The changes include text complexity, the amount of textual analysis required, and all the high level text dependent questioning.	**Major Improvement Strategy #1:** All teachers will develop students' **critical thinking** in their content by increasing the frequency and quality of reading, analyzing, and responding to complex texts and tasks. **Major Improvement Strategy #2:** Implement **Data Team Processes** and Progress Monitoring systems to assess and implement strategies to improve writing, reading, math, and school culture.
Status: Math	Continue to refine and revise ELGs and curricula/programming to meet the intended outcomes outlined in the common core. Learn from 8th grade.	The transition from old standards to new standards has had a dramatic impact on early performance on CMAS. The math department has rewritten/revised ELGS and subsequently has been charged with rewriting/revising math curricula. It will	**Major Improvement Strategy #2:** Implement **Data Team Processes** and Progress Monitoring systems to assess and implement strategies to improve writing, reading, math, and school culture.

		take a couple of years to get the ELGs and curricula as solid and aligned to Common Core as they were to the old standards.	
Academic Growth Gaps: ELA and Math	Ensure that the gap does not widen with our SPED and ELL students. Provide students with skills and knowledge to engage in learning at their level and at the same time, provide students with the skills, knowledge and learning experiences established by Common Core grade-level expectations. In addition, ensure that there are strategic supports in place for ELLs (similar to the supports we have in place for Special Education students)	The academic growth gaps have widened because grade level expectations have increased dramatically. Even text complexity has changed so dramatically. If the student struggled as a reader before, then they struggle even more so now that students are supposed to read high level and more complex texts. Same goes for writing and math. The age old struggle of how much we should focus on grade level skills and knowledge versus how much we should focus on where the student is performing currently continues, but even more so. Students have to build independent skills and knowledge in order to engage in high level / grade level work. A perfect example is basic reading fluency and comprehension. If we focus on complex texts and high level analysis, students who struggle with fluency and comprehension will fall more and more behind. Students have to build fluency and comprehension while at the same time learn the habits of mind to engage in complex tasks so the gap doesn't widen.	**Major Improvement Strategy #2:** Implement **Data Team Processes** and Progress Monitoring systems to assess and implement strategies to improve writing, reading, math, and school culture. **Major Improvement Strategy #3:** Increase student and parent **engagement** through attendance monitoring, outreach, character development, and parent education

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/uip/UIP_TrainingAndSupport_Resources.asp.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
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.
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.

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

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review and Planning Grant		
☐ School Improvement Support Grant ☐ READ Act Requirements ☐ Other: _____		

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Alex Magaña, Principal
	Email	Alex_Magaña@dpsk12.org
	Phone	720-423-9360
	Mailing Address	1751 South Washington Street, Denver, CO 80210
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
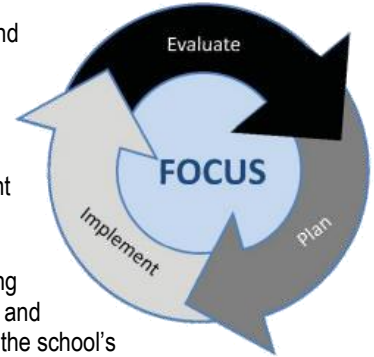
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

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

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).	**Review Current Performance:** Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	**Trend Analysis:** Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	**Root Cause Analysis:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.

Narrative:

Description of the School

Grant Beacon Middle School is an innovation school, committed to its students being among the highest in academic growth in the state, well-

rounded in their interests and abilities, and recognized in the community for outstanding character. The rigorous course of study we have

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developed is resulting in GBMS being a high performing school that prepares students for high school, college and beyond. GBMS provides a learning environment that nurtures the whole child. We offer an extended day that allows us to offer a range of enrichments that afford students the opportunity to participate in Sports & Wellness; Literature, Arts, Culture & History; and Science, Technology, Engineering and Math (STEM) courses. GBMS is a place for students that is safe, orderly, and enriching where the standards are high for all students.

Demographic Data

Enrollment	%FRL	%ELL	%SPED	% Minority
444	88.5%	47.5%	14.9%	82%

Grant Beacon Middle School is a thriving Innovation School in Denver that has had significant and sustained success. We believe in certain core practices:
- Technology Enhanced Teaching Methodology
  - Blended Learning Methods: technology-based instruction, applications & assessments
  - Student 1:1 access to technology throughout the day
  - Promethean whiteboard interactive instruction in all core classes
- Rigorous Academics
  - Develop, teach, and assess Common Core aligned Essential Learning Goals
  - Highly effective Data Teams that analyze data and determine instructional strategies
  - Research-based intervention programs (Read 180, Math 180)
  - Additional time for math & reading extensions in extended day
- Extended Learning Opportunities
  - Teacher-led enrichment, interventions & advanced content courses
  - Expanded offering of community-led enrichments integrated into the day
  - Enrichment offered in areas of: student leadership, STEM, athletics and sports, interventions and advanced content classes
  - After school study hall and tutoring with transportation provided
  - Extension of year through summer school and 6th grade academy
  - Additional subject level collaborative planning time
- Character Development and Student Leadership
  - Family time advisory focused on character development and character traits
  - Service learning requirements and community based enrichments
  - Student leadership opportunities through student council and youth development classes
  - Weekly grade level community celebrations & quarterly Character and Athletic Awards

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School-wide Data Team Process and Process for Developing the UIP
GBMS has a well-defined data team process. Our overall Data Team goal is: If we learn to collaboratively analyze student data in order to implement common instructional strategies, then we will be able to develop common strategies and targeted interventions to improve student achievement for ONE team-wide Essential Learning Goal.

Data Process for Developing the UIP
1. Math and Literacy Data Team Leads engage in a deep analysis
2. Math and Literacy Data Team Leads prepare data slides
3. All teachers engage in data analysis based on charts and graphs prepared by Data Leads
4. Teachers identify areas of growth and next steps
5. GBMS Student Leadership Team (comprised of administrators, grade-level leads, and department leads) collaborate on trend analysis, priority performance challenges, and root cause analysis
6. This level of analysis informs our major improvement strategies and school-wide data team work

Current Performance
Since the assessment is different, we aren't making apples to apples comparison. We know that CMAS assessment is a high level common core assessment. We anticipated this change two years prior to CMAS as we rewrote ELGs, curricula, data team interims, and school-wide strategies. These changes helped lesson the potential drop in met or exceeded on CMAS which could have been much more significant without these shifts. But we still have more work to do to get students performing at the level established by Common Core. Below you will find some current CMAS data.

Current Academic Status:

Target	Outcome	Difference
Reading: 55 Writing: 50	ELA: 34.4	Reading: -20.6 Writing: -15.6
Math: 45	27.4%	-17.6

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Current Academic Growth:

Comparative to DPS (% of students that met or exceeded expectations)

Target: 70 MGP

6th	GBMS outperformed 52%
7th	GBMS outperformed 51%
8th	GBMS outperformed 75%

ELA Subgroups % Met or Above

Target: 20

All Students	34.4%
Ethnic Minority	27%
SPED	7.7%
ELL	7.4%

Math Subgroups % Met or Above

Target: 20

All Students	27.4%
Ethnic Minority	23%
SPED	6.2%
ELL	5.4%

Trend Analysis

ELA Status: The first graph represents a three-year trend analysis. And below are specific percentages. This data includes the last four years. From 2012-2014, GBMS made steady proficient and advanced gains (42% in 2012 to 27% in 2014 in reading / 31% in 2012 and 37% in 2014). However, both reading and writing percentages dipped in 2015 with the change to CMAS. There was a 12.6% loss in reading and a 2.6 reduction in writing.

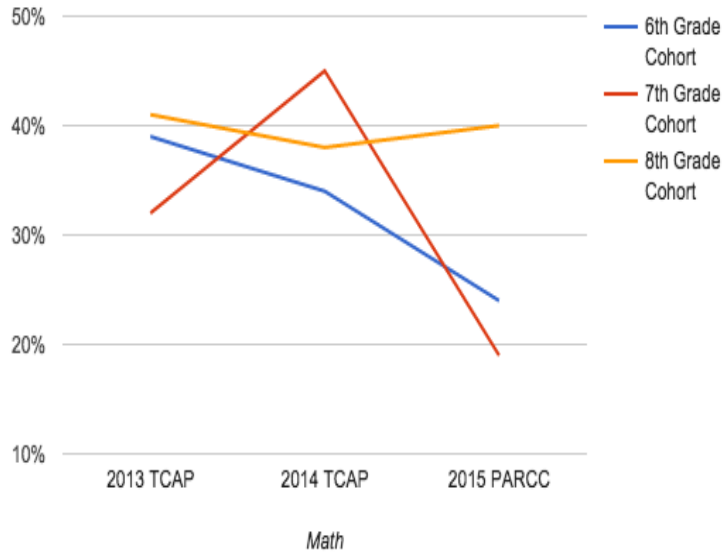School Code: 3600   School Name: GRANT BEACON MIDDLE SCHOOL

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ELA Status

% At or Above: Cohorts

Legend: 6th Grade Cohort, 7th Grade Cohort, 8th Grade Cohort

	TCAP % At or Above Prof			CMAS
	2012	**2013**	**2014**	**2015**
Reading	42%	45%	47%	34.4%
Writing	31%	35%	37%	34.4%
Math	35%	39%	43%	27.4%

Math Status

In the top three-year trend graph, it is clear that the 8th grade cohort has remained more steady in % at or above grade level performance. The 6th and 7th grade cohorts were more impacted by the switch to CMAS. Looking at school-wide four year trends in the table below, it is clear that 2014 was a strong year at 43% overall % at or above grade level. GBMS math decreased 15.6% from 2014 TCAP to 2015 CMAS.

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Math:

% At or Above Grade Level: Cohorts

Math

	TCAP % At or Above Prof			CMAS
	2012	**2013**	**2014**	**2015**
Reading	42%	45%	47%	34.4%
Writing	31%	35%	37%	34.4%
Math	35%	39%	43%	27.4%

Academic Growth:

Academic Growth is more difficult this year in the absence of MGPs. We do not have accurate trend analysis since this is a brand new test. In 2014, our MGPs were high (60 in reading, 57 in writing, and 71 in math). Even though we do not have MGPs, we do have data that represents how GBMS performed compared to other like schools. In ELA, the highest performing grade level compared to other like schools was 7th grade (outperformed 64% of schools). 8th grade was also above the 50% mark by outperforming 58% of like schools. 6th grade didn't fair as well in like school comparisons at only 40%. Math was above 50% at all grade levels. 8th grade performed very strong compared to like schools at 75%.

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CSAP/TCAP	Median Growth Percentiles - MGP		
	2012	**2013**	**2014**
Reading	52	52	60
Writing	53	59	57
Math	58	68	71

TCAP 2014 MGP by Grade/Content

Content	6th	7th	8th	Total
Reading	51	70	53	60
Writing	56	52	62	57
Math	69	69	76	71

ELA 2015

6th	GBMS outperformed 40%
7th	GBMS outperformed 64%
8th	GBMS outperformed 58%

Math 2015

6th	GBMS outperformed 52%
7th	GBMS outperformed 51%
8th	GBMS outperformed 75%

Academic Growth Gaps

We have experienced a dramatic drop in % at or above percentages during this first year of CMAS. In reading and writing, ELLs were making steady progress from 2012 to 2014. SPED students showed a little drop in percentage at or above from 2012 to 2014. However, there was a significant drop from TCAP to CMAS in ELL performance. In reading, ELLs dropped from 29% to 7.4% (21.6% drop). In writing, ELLs dropped from 21% to 7.4% (13.6% drop). And in math, ELLs dropped from 28% to 5.4% (22.6% drop). Our SPED TCAP to CMAS comparisons were not as significant (less than one percent change in all subjects). SPED students even showed a 1.7% increase. However, it is important to note that SPED TCAP percentages were already much lower than ELLs.

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| TCAP - Reading | % At or Above Prof | | | CMAS |
Sub-Group	2012	2013	2014	2015
ELL	18%	26%	29%	7.4%
Free/Reduced	36%	40%	43%	
SPED	10%	6%	8%	7.7%

| TCAP -Writing | % At or Above Prof | | | CMAS |
Sub-Group	2012	2013	2014	2015
ELL	15%	17%	21%	7.4%
Free/Reduced	26%	32%	34%	
SPED	8%	6%	6%	7.7%

| TCAP - Math | % At or Above Prof | | | CMAS |
Sub-Group	2012	2013	2014	2015
ELL	21%	26%	28%	5.4%
Free/Reduced	30%	36%	40%	
SPED	2%	5%	6%	6.2%

Priority Performance and Root Cause Analysis

	Priority Performance Challenge	Root Cause Analysis	Identified Major Improvement Strategy
Status: ELA	Focus on text complexity and cognitive demand shifts, especially specific to reading	The main root cause is the shift from old standards / TCAP to Common Core Standards / CMAS. The standards themselves are different, the cognitive demand is different, and we are not	**Major Improvement Strategy #1:** All teachers will develop students' **critical thinking** in their content by increasing the frequency and quality of reading, analyzing, and responding to complex texts and tasks.

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		measuring the same thing. However, writing was not as impacted in terms of overall percentages compared to reading (even though CMAS now combines reading and writing into one…ELA). The writing process does not include as many shifts compared to reading expected skills and knowledge. The cognitive demand specific to reading is so much greater with Common Core. The changes include text complexity, the amount of textual analysis required, and all the high level text dependent questioning.	**Major Improvement Strategy #2:** Implement **Data Team Processes** and Progress Monitoring systems to assess and implement strategies to improve writing, reading, math, and school culture.
Status: Math	Continue to refine and revise ELGs and curricula/programming to meet the intended outcomes outlined in the common core. Learn from 8th grade.	The transition from old standards to new standards has had a dramatic impact on early performance on CMAS. The math department has rewritten/revised ELGS and subsequently has been charged with rewriting/revising math curricula. It will take a couple of years to get the ELGs and curricula as solid and aligned to Common Core as they were to the old standards.	**Major Improvement Strategy #2:** Implement **Data Team Processes** and Progress Monitoring systems to assess and implement strategies to improve writing, reading, math, and school culture.
Academic Growth Gaps: ELA and Math	Ensure that the gap does not widen with our SPED and ELL students. Provide students with skills and knowledge to engage in learning at their level and at the same time, provide students with the skills, knowledge and learning experiences established by Common Core grade-level expectations. In addition, ensure that there are strategic supports in place for ELLs (similar to the supports we have in place for Special	The academic growth gaps have widened because grade level expectations have increased dramatically. Even text complexity has changed so dramatically. If the student struggled as a reader before, then they struggle even more so now that students are supposed to read high level and more complex texts. Same goes for writing and math. The age old struggle of how much we should focus on grade level skills and knowledge versus how much we should focus on where the	**Major Improvement Strategy #2:** Implement **Data Team Processes** and Progress Monitoring systems to assess and implement strategies to improve writing, reading, math, and school culture. **Major Improvement Strategy #3:** Increase student and parent **engagement** through attendance monitoring, outreach, character development, and parent education

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	Education students)	student is performing currently continues, but even more so. Students have to build independent skills and knowledge in order to engage in high level / grade level work. A perfect example is basic reading fluency and comprehension. If we focus on complex texts and high level analysis, students who struggle with fluency and comprehension will fall more and more behind. Students have to build fluency and comprehension while at the same time learn the habits of mind to engage in complex tasks so the gap doesn't widen.	

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

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

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	ELA (Proficient and Advanced) - Reading: 55 - Writing: 50	**Percent Met or Exceeded** <table><tr><td>6th</td><td>26.2%</td></tr><tr><td>7th</td><td>39.4%</td></tr><tr><td>8th</td><td>37.6%</td></tr></table>	As expected, some direct annual performance comparisons are difficult to make due to the change from TCAP to CMAS. Overall our status (percent met or exceeded) percentages were lower than our targets.

Target	Outcome	Difference
Reading: 55 Writing: 50	ELA: 34.4	Reading: -20.6 Writing: -15.6
Math: 45	27.4%	-17.6

Math row (middle columns):

Math: 45 — **Percent Met or Exceeded:**

6th	24.4%
7th	19.4%
8th	39.5%

Since the assessment is different, we aren't making apples to apples comparison. We know that CMAS assessment is a high level common core assessment. We anticipated this change two years prior to CMAS as we rewrote ELGs, curricula, data team interims, and school-wide strategies. These changes helped lesson the potential drop in met or exceeded on CMAS which could have been much more significant without these shifts. But we still have more work to do to get students performing at the level established by Common

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?		Brief reflection on why previous targets were met or not met.	
Academic Growth	ELA (Median Growth Percentiles) • Reading: 65 • Writing: 75	Comparative to DPS (% of students that met or exceeded expectations)		Core .	
		6th	GBMS outperformed 40%		
		7th	GBMS outperformed 64%		
		8th	GBMS outperformed 58%		
	Math: 70	Comparative to DPS (% of students that met or exceeded expectations)			
		6th	GBMS outperformed 52%		
		7th	GBMS outperformed 51%		
		8th	GBMS outperformed 75%		
Academic Growth Gaps	SPED ELA • Reading: 20 • Writing: 20	ELA Subgroups % Met or Above			
		All Students	34.4%		
		Ethnic Minority	27%		
		SPED	7.7%		
		ELL	7.4%		
	SPED • Math: 20	Math Subgroups % Met or Above			
		All Students	27.4%		

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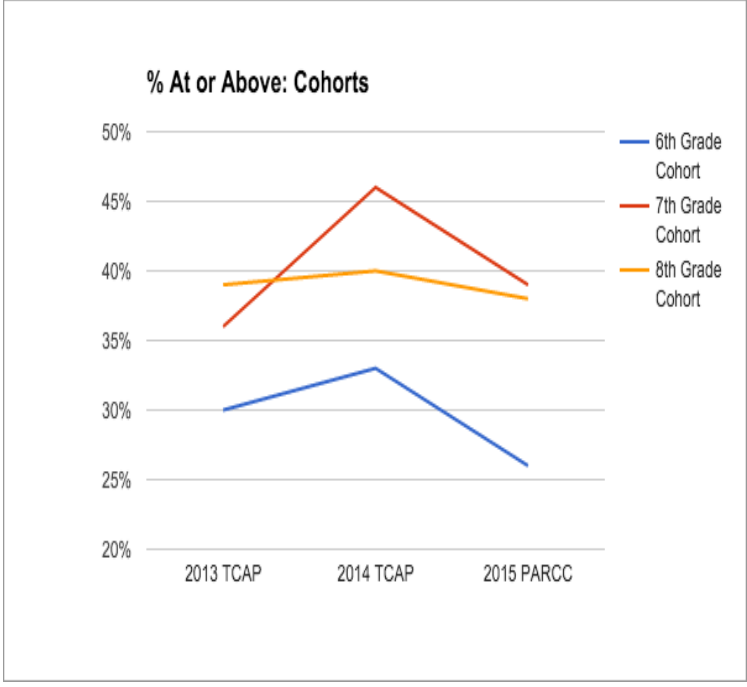Department of Education

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.
		Ethnic Minority	23%	
		SPED	6.2%	
		ELL	5.4%	
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)	ELA: % At or Above: Cohorts 6th Grade Cohort 7th Grade Cohort 8th Grade Cohort 2013 TCAP 2014 TCAP 2015 PARCC	The first graph represents a three year trend analysis. And below are specific percentages. This data includes the last four years. From 2012-2014, GBMS made steady proficient and advanced gains (42% in 2012 to 27% in 2014 in reading / 31% in 2012 and 37% in 2014). However, both reading and writing percentages dipped in 2015 with the change to CMAS. There was a 12.6% loss in reading and a 2.6 reduction in writing.	Again, the main root cause is the shift from old standards / TCAP to Common Core Standards / CMAS. The standards themselves are different, the cognitive demand is different, and we are not measuring the same thing. However, writing was not as impacted in terms of overall percentages compared to reading (even though CMAS now combines reading and writing into one…ELA). The writing process does not include as many shifts compared to reading expected skills and knowledge. The cognitive demand specific to reading is so much greater with common core. The changes include text complexity, the amount of textual analysis required, and all the high level text dependent questioning.

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

		TCAP % At or Above Prof			CMAS		
		2012	**2013**	**2014**	**2015**
	Reading	42%	45%	47%	34.4%
	Writing	31%	35%	37%	34.4%
	Math	35%	39%	43%	27.4%

Priority Performance Challenge: Focus on text complexity and cognitive demand shifts, especially specific to reading (new Common Core standards).

Math:

% At or Above Grade Level: Cohorts

(Legend: 6th Grade Cohort, 7th Grade Cohort, 8th Grade Cohort; X-axis: 2013 TCAP, 2014 TCAP, 2015 PARCC; Y-axis: 10%–50%; labeled Math)

In the top three year trend graph, it is clear that the 8th grade cohort has remained more steady in % at or above grade level performance. The 6th and 7th grade cohorts were more impacted by the switch to CMAS. Looking at school-wide four year trends in the table below, it is clear that 2014 was a strong year at 43% overall % at or above grade level. GBMS math decreased 15.6% from 2014 TCAP to 2015 CMAS.

As noted before, the transition from old standards to new standards has had a dramatic impact on early performance on CMAS. The math department has rewritten/revised ELGS and subsequently has been charged with rewriting/revising math curricula. It will take a couple of years to get the ELGs and curricula as solid and aligned to Common Core as they were to the old standards.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<table><tr><th></th><th colspan="3">TCAP % At or Above Prof</th><th>CMAS</th></tr><tr><th></th><th>2012</th><th>2013</th><th>2014</th><th>2015</th></tr><tr><td>**Reading**</td><td>42%</td><td>45%</td><td>47%</td><td>34.4%</td></tr><tr><td>**Writing**</td><td>31%</td><td>35%</td><td>37%</td><td>34.4%</td></tr><tr><td>**Math**</td><td>35%</td><td>39%</td><td>43%</td><td>27.4%</td></tr></table>	Priority Performance Challenge: Continue to refine / revise ELGs and curricula/programming to meet the intended outcomes outlined in the common core, especially in 6th and 7th grade math programs.	
Academic Growth	<table><tr><th>CSAP/TCAP</th><th colspan="3">Median Growth Percentiles - MGP</th></tr><tr><th></th><th>2012</th><th>2013</th><th>2014</th></tr><tr><td>**Reading**</td><td>52</td><td>52</td><td>60</td></tr><tr><td>**Writing**</td><td>53</td><td>59</td><td>57</td></tr><tr><td>**Math**</td><td>58</td><td>68</td><td>71</td></tr></table> **TCAP 2014 MGP by Grade/Content** <table><tr><th>Content</th><th>6th</th><th>7th</th><th>8th</th><th>Total</th></tr><tr><td>Reading</td><td>51</td><td>70</td><td>53</td><td>60</td></tr><tr><td>Writing</td><td>56</td><td>52</td><td>62</td><td>57</td></tr><tr><td>Math</td><td>69</td><td>69</td><td>76</td><td>71</td></tr></table>	Academic Growth is more difficult this year in the absence of MGPs. We do not have accurate trend analysis since this is a brand new test. In 2014, our MGPs were high (60 in reading, 57 in writing, and 71 in math). Even though we do not have MGPs, we do have data that represents how GBMS performed compared to other	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)		Priority Performance Challenges	Root Causes
			like schools.	
	ELA 2015		In ELA, the highest performing grade level compared to other like schools was 7th grade (outperformed 64% of schools). 8th grade was also above the 50% mark by outperforming 58% of like schools. 6th grade didn't fair as well in like school comparisons at only 40%. Math was above 50% at all grade levels. 8th grade performed very strong compared to like schools at 75%.	We certainly have some stand-out grade levels n terms of outperforming like schools (7th grade in ELA and 8th grade in math). Some of the grade level curricula is more aligned to standards than others. The more aligned to Common Core we become not only in curriculum development but also in curriculum implementation (teaching and learning) the higher our growth rates will be. We have spent the 2015-2016 school year refining ELGs, curricula and school-wide strategies. These changes will positively impact our growth.
	6th	GBMS outperformed 40%		
	7th	GBMS outperformed 64%		
	8th	GBMS outperformed 58%		
	Math 2015			
	6th	GBMS outperformed 52%		
	7th	GBMS outperformed 51%		
	8th	GBMS outperformed 75%		
			Priority Performance Challenge: Continue to refine ELGs, curricula, and school-wide strategies and learn from 7th grade	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes
					ELA and 8th grade math.	

Academic Growth Gaps	TCAP - Reading Sub-Group	% At or Above Prof			CMAS	We have experienced a dramatic drop in % at or above percentages during this first year of CMAS. In reading and writing, ELLs were making steady progress from 2012 to 2014. SPED students showed a little drop in percentage at or above from 2012 to 2014. However, there was a significant drop from TCAP to CMAS in ELL performance. In reading, ELLs dropped from 29% to 7.4% (21.6% drop). In writing, ELLs dropped from 21% to 7.4% (13.6% drop). And in math, ELLs dropped from 28% to 5.4% (22.6% drop). Our SPED TCAP to	The academic growth gaps have widened because grade level expectations have increased dramatically. Even text complexity has changed so dramatically. If the student struggled as a reader before, then they struggle even more so now that students are supposed to read high level and more complex texts. Some goes for writing and math. The age old struggle of how much we should focus on grade level skills and knowledge versus how much we should focus on where the student is currently continues, but even more so. Students have to build independent skills and knowledge in order to engage in high level / grade level work. A perfect example is basic reading fluency and comprehension. If we focus on complex texts and high level analysis, students who struggle with fluency and comprehension will fall more and more behind. Students have to build fluency and comprehension while at the same time learn the habits of mind to engage in complex tasks so the gap doesn't widen.
		2012	2013	2014	2015		
	ELL	18%	26%	29%	7.4%		
	Free/Reduced	36%	40%	43%			
	SPED	10%	6%	8%	7.7%		
	TCAP -Writing Sub-Group	% At or Above Prof			CMAS		
		2012	2013	2014	2015		
	ELL	15%	17%	21%	7.4%		
	Free/Reduced	26%	32%	34%			
	SPED	8%	6%	6%	7.7%		
	TCAP - Math Sub-Group	% At or Above Prof			CMAS		
		2012	2013	2014	2015		
	ELL	21%	26%	28%	5.4%		
	Free/Reduced	30%	36%	40%			
	SPED	2%	5%	6%	6.2%		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		CMAS comparisons were not as significant (less than one percent change in all subjects). SPED students even showed a 1.7% increase. However, it is important to note that SPED TCAP percentages were already much lower than ELLs.

Priority Performance Challenge: Ensure that the gap does not widen because of the Common Core shifts. Provide students with the skills and knowledge to engage in learning at their level and at the same time and with initial support that is gradually pulled away, provide students the skills and knowledge and learning experiences | |

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes
						required under Common Core grade level expectations. In addition, continue to focus on ELL strategies and supports.	
Postsecondary & Workforce Readiness	**School Year**	2012	2013	2014	2015		
	Attendance Rate	89%	91.2%	91.7%	93.2		

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Section IV: Action Plan(s)

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

School Target Setting Form

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

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

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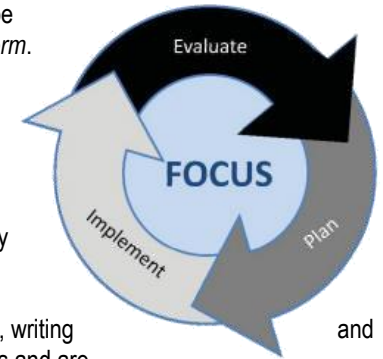
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets				Interim Measures for 2015-16		Major Improvement Strategy
				2015-16		2016-17				
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Focus on text complexity and cognitive demand shifts, especially specific to reading	2015	2016	2016	2017	Tier Level	Goal	#1 and #2
				34%	44%	44%	54%	Tier 1	11%	
								Tier 2	38%	
								Tier 3	35%	
								Tier 4	14%	
		READ								
		M	Continue to refine and revise ELGs and curricula/programming to meet the intended outcomes outlined in the common core. Learn from 8th grade.	2015	2016	2016	2017	Tier Level	Goal	#2
				27%	37%	37%	47%	Tier 1	11%	
								Tier 2	35%	
								Tier 3	37%	
								Tier 4	15%	
		S								
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA		Reading • 65 MGP Writing • 70 MGP						
		M		Math • 75 MGP						
		ELP								
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Ensure that the gap does not widen with our SPED and ELL		2015	2016		2015	2016	% of Students Met Goal		#2 and #3

(row for Academic Growth Gaps data:)

| | | ELL | 7% | 17% | ELL | 17% | 27% | | SPED | ELL |

students. Provide students with skills and knowledge to engage in learning at their level and at the same time, provide students with the skills, knowledge and learning experiences established by Common Core.

SPED	8%	18%

SPED	18%	28%

Baseline	2%	15%
Cycle 2	5%	12%
Cycle 3	34%	51%
Cycle 4		
Post-test		
Goal	100%	100%

M — Same as ELA Growth Gaps

	2015	2016
ELL	5%	15%
SPED	6%	16%

	2015	2016
ELL	15%	25%
SPED	16%	26%

% of Students Met Goal

	SPED	ELL
Baseline	0	1
Cycle 2	41%	34%
Cycle 3	27%	18%
Cycle 4		
Post-test		
Goal	100%	100%

#2 and #3

Postsecondary & Workforce Readiness					
	Graduation Rate				
	Disag. Grad Rate				
	Dropout Rate				
	Mean CO ACT				
	Other PWR Measures		Attendance: 95%		

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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: All teachers will develop students' __critical thinking__ in their content by increasing the frequency and quality of reading, analyzing, and responding to complex texts and tasks.

Root Cause(s) Addressed: ELA Status – The root of a drop in ELA status is attributed to a shift from old standards and assessments (TCAP) to Common Core and CMAS. During the data analysis, it became clear that writing was not as impacted by the shift compared to reading (in terms of overall percentages…even though CMAS not combines them into one). The writing process does not include as many shifts compared to reading. The cognitive demand specific to reading has increased dramatically. The changes include an increase in text complexity, the amount of textual analysis required, and the high level text dependent questioning. The action steps identified will also have a positive impact on ELA growth!

Wildly Important Goal Addressed: Increase Median Growth Percentages: Math to 75%, Reading to 65%, Writing to 70%

Measureable Outcomes:
- Teachers will support will receive on-going feedback in their classroom instruction to improve overall LEAP scores from 4.7 to 5.7 for I-2 and 4.4 to 5.5 for I-6 by May, 2016.
- 50% of students will be proficient on RDt1 based on GBMS Interims by May 2016. All other students will grow by one or more quartiles as measured through GBMS Interims.
- 50% of students will be proficient on end of year of year GBMS Interims by May 2016. All other students will grow by one or more quartiles as measured through GBMS Interims.

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				
All Departments will rewrite and realign	Solidify	Proficien	-Data		• Solidify ELGs	In progress

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ELGs and curriculum to meet the increasing demands of CCSS by developing proficiency scales for each of the identified ELGs.	ELGs	cy Scale Development	Process Manager -Department Leads		• Ensure scope and sequence is closely aligned to prioritized ELGs • Proficiency Scale Introduction • Marzano PD • Built out Data Team Proficiency Scales • Departments build proficiency scales • Grading practices shift to fully standards based • Score and sequence is realigned based on finalized proficiency scales	
Dept Leads will develop WIG/Improvement Strategy Game Plans to support WIG's and Improvement Strategies	Year 1 Plans	Year 2 Plans	Department Leads		• Department leads will write annual plans • Every department will identify WIGs and track weekly • Department leads will meet with admin to review progress on annual plans • Annual plans will be reviewed at end of year and rewritten/revised for following year • WIG data will be analyzed and next steps determined	In progress

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Weekly Department Meeting focused on lesson planning • Professional Development Dept Calendars • School-wide focus around second language learners with emphasis around collaboration and speaking			Department Leads		• Department leads plan weekly meetings • Time set aside for collaborative planning • Collaborative planning will always focus on Major Improvement Strategy #1 • Department agendas will support Data Team initiatives	In progress
Professional development (school-wide and departmental) and the subsequent implementation of common strategies will focus on: • Close Reading • High level text dependent questions • Higher-order thinking skills • CSR • Proficiency Scales • ELL strategies; collaboration and speaking	Build off of Close Reading, RACED, and best evidence (annotation)	Refine common strategies and add new based on interim results	Data Team Leads Department Leads		• Develop and refine common strategies • Engage in the data team process- implement, reflect, rinse and repeat • Add new strategies based on Data Team results • Math team implements ACED	In progress
Students will read and analyze complex text and cite textual evidence on a regular basis CSR (at least once a week in all content areas)	Build on previous years	Make any adjustments to support initiatives	CSR Coach CSR Teachers		• Ensure that CSR is a collaborative process, but also ensure that there's a clear connection to independent processes • Coach CSR teachers to keep CSR a priority as well as continue to imbed some school-wide	In progress

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						strategies.	
Students will use CSPS/Math Strategies once per week in all math class classes.	Implement ACED	Refine implementation	Math Facilitator			• Meet in data teams every Friday • Collaborate to identify key strategies • Weekly assessments to assess growth every Friday • Data cycles to assess progress in every Friday and five formal interims throughout the year	In Progress
Reading, Language Arts, Science, and Social Studies will implement a Student Learning Objective (SLO) that focuses on R1 /M1(citing text evidence and inferencing)	Year One Phase	Refine and update	Department Leads All identified department members			• Analyze released items to identify power ELGs • Write an R1 proficiency scale • Design an R1 rubric • Focus on R1 during Data Team cycles • Identify and target specific R1 strategies • Teach and assess • Review R1 data on a regular basis (both class assessments and Interims)	In progress
Teachers will receive ongoing coaching feedback and be evaluated 4 times through school year through LEAP process	LEAP Training and Year One	Continue to calibrate in Year Two Phase	Coaches and Evaluators			• Complete training needed to be an effective coach: LEAP, Leverage Leadership (Bambrick-Santoyo))	In progress

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				- Calibrate as a team to achieve reliability - Commit to coaching and feedback cycles - Monitor teacher effectiveness and growth	

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

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Major Improvement Strategy #2: Implement **Data Team Processes** and Progress Monitoring systems to assess and implement strategies to improve writing, reading, math, and school culture.

Root Cause(s) Addressed: ELA and Math Status and Academic Growth Gaps – The transition to Common Core required that the literacy and math data teams identify power standards/ELGs. But based on the required instructional shifts, teachers must make major changes to everyday teaching and learning. Data teams were created to ensure a deep understanding of power standards and a school-wide commitment to implementing instructional strategies specific to building mastery towards identified standard(s). We use interims to assess progress towards mastery. These interims provide sub-group data as well so that we can monitor the progress of our subgroups and make instructional decisions and next steps based on those results.

_____

Wildly Important Goal Addressed:

- Increase Median Growth Percentages: Math to 75%, Reading to 65%, Writing to 70%
- Increase Attendance to 95%
- Character Trait Averages to 3.0 for each grade level

Measureable Outcomes:
- 50% of students will be proficient on RDt1 based on GBMS Interims by May 2016. All other students will grow by one or more quartiles as measured through GBMS Interims.
- 50% of students will be proficient on end of year of year GBMS Interims by May 2016. All other students will grow by one or more quartiles as measured through GBMS Interims.
- 100% of SPED/ELL students will improve by one quartile as measured by GBMS Interims

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**				
Data Team Process - manager action plan	Year one plan	Year two plan	Data Process Managers		• Create an annual plan with key focus areas and track commitment to plan throughout the year	In progress

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Literacy, Math, and Culture Data Teams will create and implement an SLO to target common standards and common strategies	Monitor 2016 SLO targets	Monitor 2017 SLO targets	Data Process Managers Data Team Leads Data Team Member		• Analyze ELGs to identified essential ELGs to focus on for SLOs • Create SLO and baseline assessments/data • Focus on SLO goals, strategies, assessments, and progress throughout the year • Every teacher will have their own tracking spreadsheet • Meet as a team at the end of the year to analyze end-of-year data	In progress
Weekly Friday Data teams will meet on an ongoing basis to analyze data, identify students who are not mastering designated ELGs, and develop and apply strategies to target these students.	Follow 2016 Annual Plan	Follow 2017 Annual Plan	Data Team Leads Data Team Members		• Create an annual plan, calendar, and process to guide the work • Leads will utilize the data team cycles/calendar to plan weekly PD • Data team leads will meet every week to ensure PD is well planned and addresses our focus areas • Data team	In progress

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					participants will maintain their own data spreadsheets and strategies as their personal commitment to the process and learning • Coaching and support will focus on data team initiatives	
Data Team members will collaborate and create CMAS and Common Core-aligned assessments under the guidance of Data Team Leaders.	Create assessments	Revise, refine, and align assessments	Data Team Leads		• Identified team members will meet to study, collaborate, and create Interim assessments • Interim assessments will align to targeted ELGs and subsequent proficiency scales • Data Team leads will conduct a test review day one week before Interims for all teachers to review the Interims and make the necessary changes • Data Team Leads will meet at the end of the year to reflect	In progress

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					on Interims and make changes for 2017	
Ongoing assessments will be connected to SLOs • SLO #1 - School-wide • SLO #2 - Department	SLO 2016	SLO 2017	All staff		• Teachers will use Data Team assessments and data analysis to guide them in their creation and analysis of their classroom assessments • Classroom assessments will be ELG driven, focus on common strategies, and be ongoing • Assessments will be created in Engrade and the Data Process Manager will analyze results on an ongoing basis	In progress
Sub-groups will be monitored	Year One	Year Two	Data Process Manager Data Team Leads All teachers		• Initial data trackers will include the ability to disaggregate subgroup data • Subgroup data will by analyzed on an ongoing basis • Next instructional steps will be determined based	In Progress

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					• on the data • SPED and ELL leads will provide targeted PD	
Data Teams will utilize Engrade to document and monitor the progress of targeted and disaggregated groups of students (ELLs, SPED, high PP)	Year One	Year Two	Data Process Manager Teachers		• Engrade will be set up in a way that allows the disaggregation of data • Teachers and data leads will disaggregate and analyze data on an ongoing basis	In Progress
Teachers will utilize a protocol to analyze student work in order to identify what students are not mastering. Next instructional steps will be determined based on this analysis.	Protocol Development	Protocol Refinement	Data Team Leads		• A variety of key looking at student work protocols will be implemented • The protocols that yield the best collaboration and expected results will become our priority protocols to be used during looking at student work data team weeks • These protocols will be uploaded in the annual plan • Data teams will follow a sophisticated looking at student work and	In progress

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					- determining next instructional steps process - Teachers will be held accountable to bringing student work that demonstrated implementation of common strategies	
Teachers will collaboratively identify common instructional strategies to address students' individual needs. Teachers will conference with students regarding specific goals and next steps.	Year One	Year Two	Data Team Leads Department Leads Teachers		- Common instructional strategies will be identified in both data teams and department meetings - These common strategies will be implemented and student data and progress will be monitored - Teachers will meet during data team time to establish a conferencing plan and schedule - Conferencing notes and next steps will be maintained on Google docs. - Teachers with effective practices will have an opportunity to present best practice during Data Team and/or Department Time	In Progress

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

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Major Improvement Strategy #3: Increase student and parent <u>engagement</u> through attendance monitoring, outreach, character development, and parent education

Wildly Important Goals Addressed:
- Increase Median Growth Percentages: Math to 75%, Reading to 65%, Writing to 70%
- Increase Attendance to 95%
- Character Trait Averages to 3.0 for each grade level

Root Cause(s) Addressed: We need students to be in school daily to make progress towards mastery of identified ELGs. Attendance is a major priority at GBMS. We also focus on character traits and character development because we believe that a well-rounded student is essential.

_____

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 2015-16	Timeline 2016-17	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
School-wide commitment to character development and attendance goals	Create character trait report card	Refine implementation	APs Culture Club		-Refine Character Trait report card and reporting systems -Monitor attendance and character trait reports on an ongoing basis in Data Teams -Implement attendance monitoring systems	Character Trait report card created In Progress - Ongoing
Weekly grade-level meeting	Create and refine monitoring systems	Refine monitoring systems	Culture Club		-Follow the Data Team Round and Cycles -Monitor attendance, behavior, and character -Create action plans and progress	In Progress - Ongoing

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					-Create and monitor data trackers	
Monitor attendance and set clear RTI/MTSS Level processes to decrease out-of-school suspension and improve attendance	Refine discipline ladder and interventions	Continue	Culture Club APs		-Create an MTSS process -Refine behavior and attendance interventions -Monitor and track interventions -Recognize and celebrate student success on an ongoing basis (socials and Friday celebrations)	In Progress - Ongoing
Continue to implement Extended Learning Opportunities to increase engagement and attendance	Hire new ELO Coordinator	Continue	ELO Coordinator		-New ELO Coordinator Hire -Continue community outreach and new program development	In Progress - Ongoing
Reward for attendance including weekly celebrations of individual and grade-level attendance	Refine	Refine	Culture Club Grade Levels		-Plan socials to reward students for attendance and character goals -Work with grade levels to celebrate success during Friday celebrations	In Progress – Ongoing
Build a strong student leadership program to increase engagement and attendance	Ongoing	Ongoing	Student Leadership Coordinator		-Create a student leadership program that will meet during ELO time -Create other ELO opportunities that foster leadership and engagement	In Progress - Ongoing
Design and implement Character Traits and Character Report Card	Year One of Progress Report System	Refine	AP Teachers		-Create Character Trait report card system -Refine character trait report card system -School-wide PD to ensure	In Progress - Ongoing

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Provide students advisory lessons around the Character traits.	Ongoing	Ongoing	Culture Club		-Create advisory lessons on an ongoing basis to teach and embed character traits (continue to make them an essential part of who we are) -Make revisions and adjustments based on teacher feedback	In Progress - Ongoing
Provide students real-time Character Trait Averages on weekly basis.	Create systems and structures	Refine	AP Culture Club Teachers		-Refine Character Trait systems and structures to provide meaningful and reliable data to teachers, students, and Culture Club members -Review data on a weekly basis -Make data and progress a part of continuation requirements	In Progress - Ongoing
A newsletter, translated in both English and Spanish, will be distributed to family members with student celebrations, important information and news, and communication of supports available	Ongoing	Ongoing	Teachers Admin		-Grade level leads update communication / coordinate with the grade level teams to write the newsletter	In Progress - Ongoing
Increase parental engagement with ongoing activities and methods of school-home communication, including: Engrade progress reports, lunch bunch, CSR informational sessions, social media, school website, open house events and showcases	Ongoing	Ongoing	Teachers Admin Culture Club Office Staff		-Track attendance at events to measure growth -Organize showcases and other events to highlight our successes and celebrate with parents/guardians and community members	In Progress - Ongoing

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					-Gather feedback on events and make key adjustments -Push student-led conferences to enhance user experience -Organize ongoing lunch bunch with Admin.	

* 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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