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Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/16/2014 for 2014-2015

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 5578 School Name: MARRAMA ELEMENTARY SCHOOL Official 2015 SPF: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's 2015-16 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2015-16 Federal and State Expectations			2015-16 School Results			Meets Expectations?
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura **Description:** % Proficient and Advanced (%P+A) in reading, writing, math and science **Expectation:** %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data		Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: meets
		R	71.65%	-	-	52.73%	-	-	
		M	70.89%	-	-	51.27%	-	-	
		W	53.52%	-	-	42.18%	-	-	
Academic Growth	Median Growth Percentile **Description:** Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. **Expectation:** If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: meets
			Elem	MS	HS	Elem	MS	HS	
		R	44	-	-	51	-	-	
		M	63	-	-	48	-	-	
		W	49	-	-	59	-	-	
		ELP	25	-	-	63	-	-	

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2015-16 Federal and State Expectations	2015-16 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets expectations	
Postsecondary & Workforce Readiness	Graduation Rate **Expectation:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate **Expectation:** At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate **Expectation:** At or below state average overall (baseline of 2009-10).	-	-	-	
	Mean Colorado ACT Composite Score **Expectation:** At or above state average (baseline of 2009-10).	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	Initial 2015-16 UIP Draft Due for IS Review (via upload tool).
	December 10, 2015	UIP Due for ALL schools (via upload tool).
	April 8, 2015	2015-16 UIP due; this submission will be public on Schoolview.org in May 2015.

School Code: 5578 School Name: MARRAMA ELEMENTARY SCHOOL

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).		
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.
Diagnostic Review 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 support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	no
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	no
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	no

Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

☐ Colorado Graduation Pathways Program (CGP) ☐ Other: _____

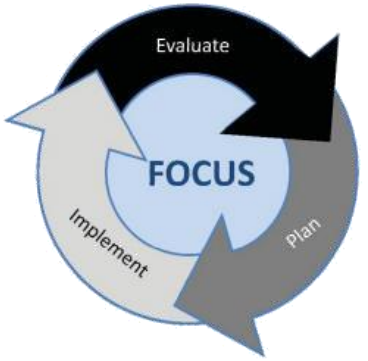
School Contact Information (Additional contacts may be added, if needed)

1	Name and Title Merida Fraguada	
	Email merida_fraguada@dpsk12.org	
	Phone 7204245822	
	Mailing Address 19100 E. 40TH Ave. Denver Co. 80249	

2	Name and Title Janet Mathews	
	Email Janet_ Mathews @dpsk12.org	
	Phone 7204245820	
	Mailing Address 19100 E. 40th Ave. Denver, Colorado, 80249	

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.



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.

Data Narrative for School

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., SAC).	**Review Current Performance:** Review the SPF 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). 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	**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 strategies is encouraged.

	school's overall performance challenges.
Narrative: Marrama Elementary is a school on the Far North East Region. Our student populations consist of 591 students from grades ECE to 5th. We have a diverse population of Hispanics, African American, White, and Multiple Races. In addition to the traditional content areas, we have a strong Art and Physical Education program. We are in the process to incorporate Dance and Drama as enrichment program after school. Although, we focus in all content areas every year, reading has always being at the core of our academic focus. We offer a strong professional development program for all teachers to support the five reading components in order to support Core Standards. We believe that besides the required curriculum by the school district, we have the responsibility to supplement such curriculum to provide differentiation for all students to close academic gaps and to provide our Gifted and Talented students with academic that support their readiness for nest steps. We also, have a strong Special Education Program to meet the needs of our special education students. Our ELL students are a priority in our school. We support their language development with support in their native language as needed and monitoring their academic growth in all content areas.	

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2015-16 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 2015-16 school year (Targets set in last year's plan)	Performance in 2015-16? 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)	We met our goals. From 48%- 64% in reading.	Reading : Overall P/A – 57% Target was **Not Met**	We are looking at the data for those students that went down on growth in 4th grade. We did not meet but showed growth.
	Math: Non ELL students from 49% to 55%	Math: Non-ELLs P/A – 51% Target was **Not Met**	
	Writing: Non FRL from 51% to 60%	Writing: Non-FRL P/A – 58% Target was **Not Met**	
	Science: FRL fro, 19% to 25%	Science: FRL P?A – 37% Target was **Met**	
Academic Growth	Reading: Increase from 45.5 to 50	Reading: Target was **Met**	On MGP we met expections.
	Math: Increase from 43 to 50	Math: Actual MGP – 51 Target was **Met**	
	Writing: Increase from 52 to 57	Writing: Actual MGP – 57 Target was **Met**	At a state level we met.
Academic Growth Gaps			

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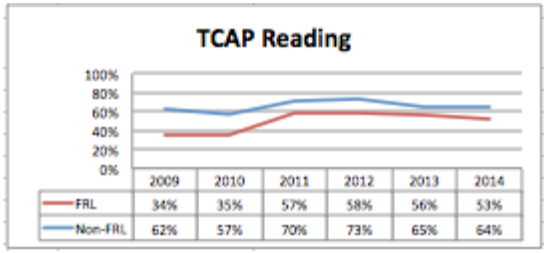
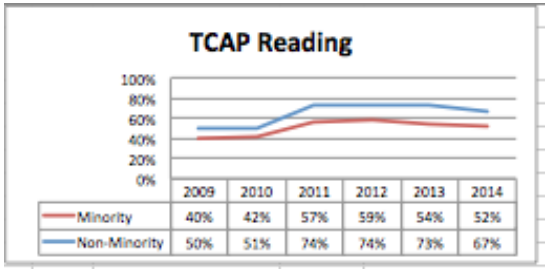
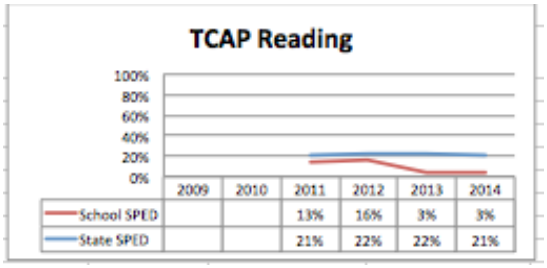
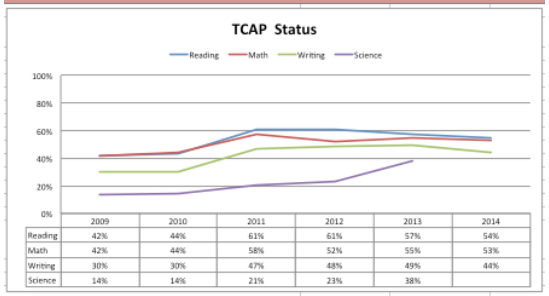
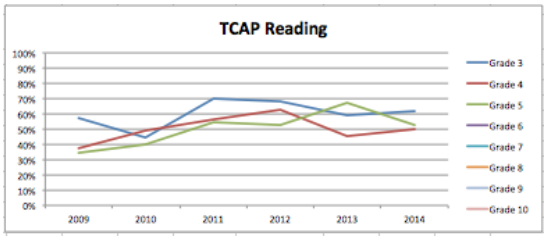
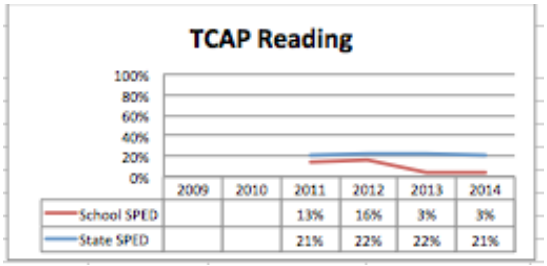
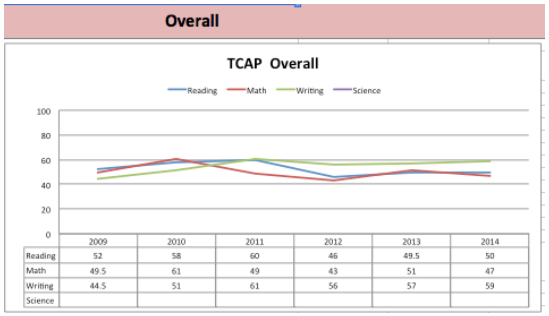
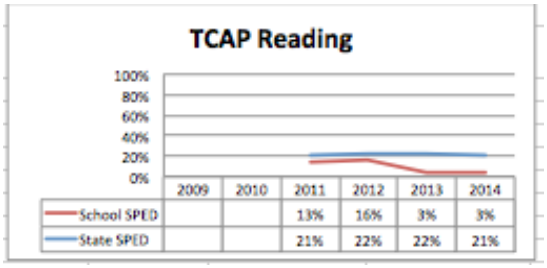
Performance Indicators	Targets for 2015-16 school year (Targets set in last year's plan)	Performance in 2015-16? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Postsecondary & Workforce Readiness			

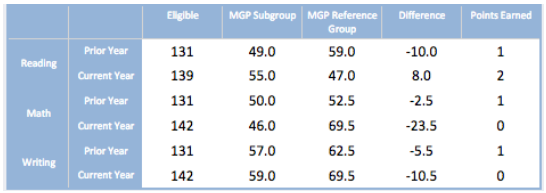
Worksheet #2: Data Analysis

Directions: ***This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.*** Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	  	Keep working on root cause analysis. Slight decline in reading in both groups. An area of concern due to the fact that they show academic	Gap in one or more reading components before third grade. Keep working in intervention that supports strong reading skills before third grade.

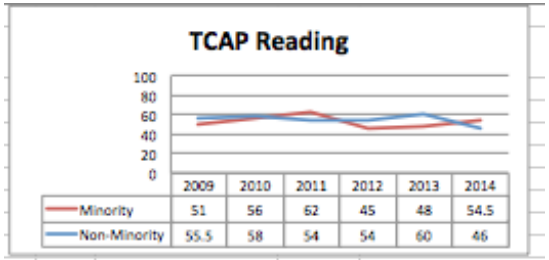
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Overall  2009 2010 2011 2012 2013 2014 Reading 42% 44% 61% 61% 57% 54% Math 42% 44% 58% 52% 55% 53% Writing 30% 30% 47% 48% 49% 44% Science 14% 14% 21% 23% 38%  The status for our students on the reading TCAP/CSAP has decreased then increased and is below the state's expectation of 72.	growth. Still below the state on status.	
	 The percentage of our SPED scoring proficient or advanced on the reading TCAP/CSAP has increased, then decreased and then remained		

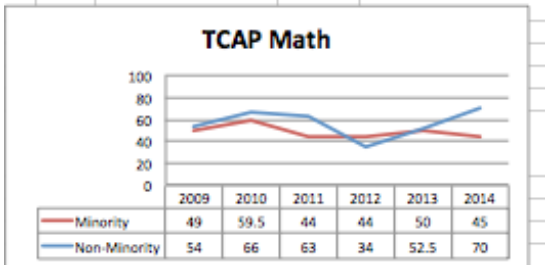
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	static from 2012-2015 and is far below the state's expectation of 21%		
Academic Growth	 The median growth percentile for our students on the math TCAP/CSAP has decreased then increased slightly and then decreased again from 2011-2015 and is below the state's median of 50.		
	The median growth percentile of continuously enrolled students on the reading TCAP/CSAP is not higher than the median growth percentile of students who were not continuously enrolled; this is a decrease and is below the comparison group of 50.		
Academic Growth Gaps		Collaboration among teachers to use same intervention all across content areas.	Specific interventions to meet root cause analysis.

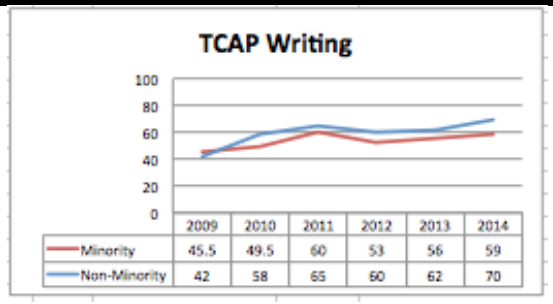
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of our SPED scoring proficient or advanced on the reading TCAP/CSAP has increased, then decreased and then remained static from 2012-2015 and is far below the state's expectation of 21%		
		We are showing growth.	Keep working on root cause analysis to close the gaps.

		Eligible	MGP Subgroup	MGP Reference Group	Difference	Points Earned
Reading	Prior Year	131	49.0	59.0	-10.0	1
	Current Year	139	55.0	47.0	8.0	2
Math	Prior Year	131	50.0	52.5	-2.5	1
	Current Year	142	46.0	69.5	-23.5	0
Writing	Prior Year	131	57.0	62.5	-5.5	1
	Current Year	142	59.0	69.5	-10.5	0

The disaggregated growth of our minority on the math and writing TCAP/CSAP has increased from 2013 but is below the comparison group.

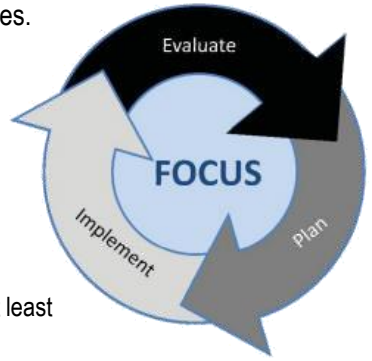




Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 The median growth percentile of our minority students reading TCAP/CASP has decreased then increased from 2011-2015 and is above the state's median of 50. The median growth percentile of our minority students' math TCAP/CASP has decreased, increased, then decreased from 2011-2015 and is below the state's median of 50. The median growth percentile of our minority students writing TCAP/CASP has decreased then increased from 2011-2015 and is above the state's median of 50.		
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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 2015-16 school year, Colorado is transitioning 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 may not be 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 next year for 2015-16 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2015-16	Annual Performance Targets 2015-16	Interim Measures for 2015-16	Major Improvement Strategy
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	Decline last year in reading overall.	Overall Reading Scores from 61% to 65%	Overall Reading scores from 57% to 60%	STAR Reading, DRA-2, AIMS WEB, Interim	Systemic monitoring of student's progress and identification of root cause to apply intervention.
		M	Catch up with Non-ELL students.	Non ELL students from 49% to 55%.	Non ELL students from 51% to 55%.	STAR Math, Unit Tests, monitoring of students in tutoring program after school pre and post teacher created test.	In school monitoring of formative data by math teachers to select at risk students to receive math tutoring after school in all grade levels.
		W	Catch up with Non-ELL students	51% - 49%	From 49% - 52%	Interim Writing, Writing Portfolios	Writing Tools Professional Development with the support of the lead teachers and out of the school support.
		S	Gap in science scores between NON-FRL and FRL from 2009-2012. (Non-FRL 30%, 39%, 33%, 39%) (FRL 7%, 7%, 15%, 19%)	FRL from 19% to 25%.	FRL from 25% -30%.	Science Assessment developed by Gifted and Talented Teacher by grade level. Based on the Science Hardcore Curriculum and Colorado State Standards. Pre and post in all grade levels for teacher goals purposes.	In the upper grades from Third Grade to Fifth Grade students will receive science instruction three times per utilizing the Hardcore curriculum.

Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	Decrease in math MGP 2013 (49%043%).	Increase from 45.5% to 50%.	Increase from 50% to 55%.	Interim will be used to monitor academic progress.	Teachers plan target smart goals based on students who need extra support.
		M	Decrease in math MGP 2013 (49%-43%).	Increase from 43% to 50%.	Increase from 50% to 55%.	Interim will be used to monitor student's academic growth.	Teacher plan target smart goals based on students who need extra support.
		W	Decrease in math MGP from 2012-2013 (61% to 57%).	Increase from 57% to 52%.	Increase from 52% to 55%.	Same	Same
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	R					
		M					
		W					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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Action Planning Form for 2015-16 and 2015-16

Directions: Identify the major improvement strategy(s) for 2015-16 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps 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: _____Consistency with a strong implementation of all reading components. _____ **Root Cause(s) Addressed:** _Close monitoring of data to address students' progress to the target goal. _____

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

☐ Colorado Graduation Pathways Program (CGP) ☐ 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	2015-16				
Professional Development for all classroom teachers and paraprofessionals.	2015-16	2015-16	All teachers, Reading Specialist, Coaches, Paraprofessionals	School Budget	August 14- May 15	In progress
Close monitoring of students identified as students that needs root cause analysis.	2015-16	2015-16	Same support	School Budget	August- 14- May 15	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.

School Code: 5578 School Name: MARRAMA ELEMENTARY SCHOOL

Major Improvement Strategy #2: Data driven selection of students to receive tutoring after school by grade level in math. **Root Cause(s) Addressed:** Lack of mastering math skills that support application of math concepts and procedures.

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

☐ Colorado Graduation Pathways Program (CGP) ☐ 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	2015-16				
After a systematic analysis of data in reading and math students had been selected to be part of a cohort of students that will received tutoring based specific academic gaps.	2015-16		Teachers/ coaches/ intervention teacher.	School Budget/ Title I	STAR, INTERIM,AIMS-WEB	Progress
STAR math as a formative assessment to monitor student's progress.	2015-16		Teachers/Coaches	School Budget/ Title I	100% of Math teachers will administer STAR Math test Five times per year to monitor progress.	Progress
Adding to the math curriculum the Skills Journal in all grade levels.	2015-16		Math Teachers	School Budget	Skills journal to be used as BOE periodically to re direct instruction	Progress
ELAS/E teacher's co teaching with teachers in grades 3-5 to support ELL students in order to support small groups based on grade level needs.	2015-16		ELA S/E Teachers	School Budget	ELAS/E teacher will co-plan and co-teach with 3-5 teachers and utilize the STAR Math assessment to inform and evaluate progress toward academic goals.	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.

Major Improvement Strategy #3: Integration of Intervention to support Special education Students. . **Root Cause(s) Addressed:** Inconsistency using intervention across content areas to build solid skills in reading and math for special education students. .

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

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

☐ Colorado Graduation Pathways Program (CGP) ☐ 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	2015-16				
Small group instruction	2015-16		Coaches/ TLA Classrrom teachers	Title I/ School Budget	On a weekly basis as needed.	progress
Use of research based intervention	2015-16		Teachers/ TLA	School Budget	Data analysis by teachers and support staff.	progress
Teachers and paraprofessionals trained on foundations and on the five reading components.	2015-16		Teachers/ TLA / Reading Specialist	School Budget	Administration and Literacy Coaches and intervention teacher will conduct Observations/ feedback to teacher per observation using the Framework and Best Practices..	progress

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

Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a School wide Program (Optional)