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: 5702   School Name: MC KINLEY-THATCHER ELEMENTARY SCHOOL   Official 2014 SPF: 1 Year

Section I: Summary Information about the School

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

Executive Summary
How are students performing? Where will school staff be focusing attention?
Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*
The difference in performance on CMAS ELA between White students and Students of Color was 20.3%. The difference in performance on CMAS Math between White students and Students of Color was 34.4%. 33% of students in grades Kindergarten through 3rd grade are reading below grade level.
Why is the school continuing to have these problems?
Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*
We are continuing to develop capacity to implement the ELA CCSS and assessments while also addressing the needs of students who are not currently meeting grade level expectations.
We are continuing to develop capacity to implement the Math CCSS and assessments while also addressing the needs of students who are not currently meeting grade level expectations.
Progress monitoring data has been used inconsistently by teachers to determine students' reading levels and respond to student needs in a timely and effective manner.
What action is the school taking to eliminate these challenges?
Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*
Improve teacher expertise in data driven instruction through frequent checks for understanding and student data analysis in literacy and math. Improve school culture by modeling and teaching school values, restorative practices, and positive behavior intervention systems.

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

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

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

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
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	Sonia Geerdes, Principal
	Email	Sonia_geerdes@dpsk12.org
	Phone	720-424-5600
	Mailing Address	1230 S. Grant Street, Denver CO, 80203
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.
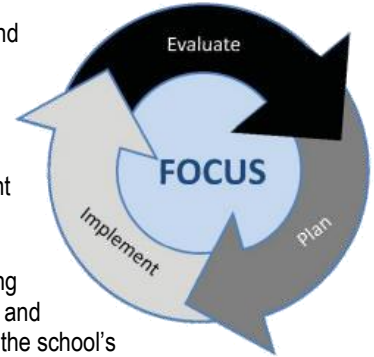
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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:

McKinley-Thatcher is a small school serving students age 3 through grade 5. There are 150 students in Kindergarten – 5th grade. Approximately 50% of the students are Latino, African American, or of mixed ethnicity; and 50% are white. About 50% of the students receive free or reduced lunch. Over the past four years, student growth has been high, but status scores have remained relatively flat. Teachers participated in a protocol, led by our regional school improvement partner, to identify root causes for areas of underperformance. From these root causes, action steps were determined. The root causes and action steps were also reviewed by the CSC and their feedback was given.

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Current Performance/Trend Analysis:

Literacy:

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 26.1% in 3rd grade, 52.6% in 4th grade, 68.4% in 5th grade, and 47.5% in grades 3-5 combined. The percentage for all grades is above the district average of 33.5%

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 35.1% for Hispanic students, which was above the district average of 22.6%.

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 42.2% for Students of Color, which was above the district average of 24.8%.

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 62.5% for White students, which was below the district average of 66.4%.

40.0% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was above the district average of 21.8%. 68.8% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.

Math:

The percentage of students Meeting or Exceeding Expectations on CMAS Math was 21.7% in 3rd grade, 26.3% in 4th grade, 26.3% in 5th grade, and 24.6% in grades 3-5 combined. The percentage for all grades is only slightly below the district average of 24.9%.

The percentage of students Meeting or Exceeding Expectations on CMAS Math was 13.5% for Hispanic students, which is below the district average of 15.2%.

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 15.6% for Students of Color, which is below the district average of 16.8%.

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 50% for White students, which is below the district average of 56.4%.

13.3% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was slightly below the district average of 14.8%. 56.3% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.

Science:

The percentage of students scoring Strong and Distinguished Command on CMAS Science decreased from 36% in 2014 to 26% in 2015, but remains above the district averages of 21% in 2014 and 19% in 2015.

READ Act:

The percentage of students in grades Kindergarten through 3rd who are At and Above Grade Level was 67% in 2014 and 2015. Performance is above the district averages of 62% in 2014 and 64% in 2015.

19% of students were identified as Significantly Below Grade Level.

0% of students in grades Kindergarten through 3rd who were Significantly Below Grade Level in Fall 2014 were At/Above grade level in Spring 2015. This is below the district performance of 10%.

50% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was above the district average of 35%.

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ACCESS:
The MGP for ACCESS (All Grades) increased from 61 in 2013 to 69 in 2014 and then increased to 74.5 in 2015.

Priority Performance Challenges:
The difference in performance on CMAS ELA between White students and Students of Color was 20.3%.
The difference in performance on CMAS Math between White students and Students of Color was 34.4%.
33% of students in grades Kindergarten through 3rd grade are reading below grade level.

Root Cause Analysis:

We are continuing to develop capacity to implement the ELA CCSS and assessments while also addressing the needs of students who are not currently meeting grade level expectations.

We are continuing to develop capacity to implement the Math CCSS and assessments while also addressing the needs of students who are not currently meeting grade level expectations.

Progress monitoring data has been used inconsistently by teachers to determine students' reading levels and respond to student needs in a timely and effective manner.

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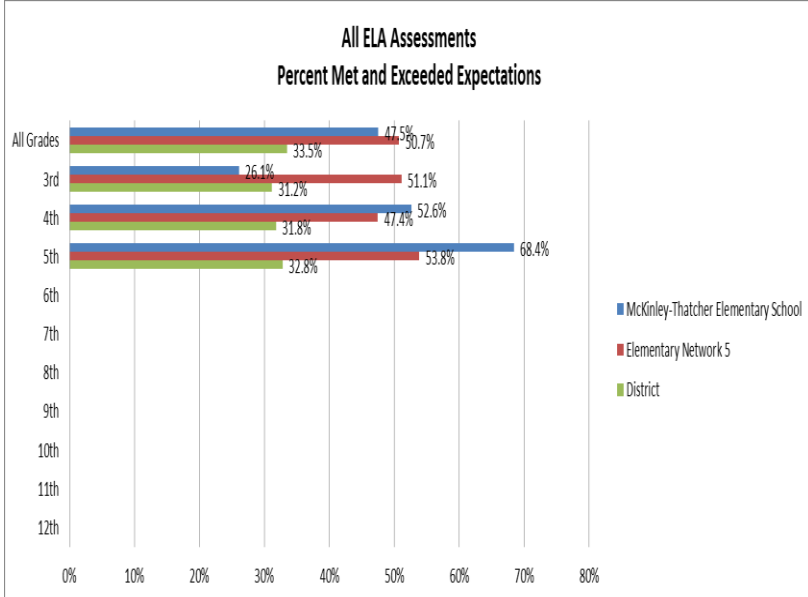
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's 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)	The percentage of students scoring proficient or advanced on the End of Year Literacy Interim will be 60%.	Yes. The End of Year Literacy Interim proficiency rate was 71%.	McKinley-Thatcher implemented new curriculum aligned with the CCSS for ELA, and maintained a long and systemic focus on develop students' writing skills in response to complex texts.
Academic Growth	The percentage of students scoring proficient or advanced on the End of Year Literacy interim will be 60%.	Yes. The End of Year Literacy Interim proficiency rate was 71%.	
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

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Worksheet #2: Data Analysis
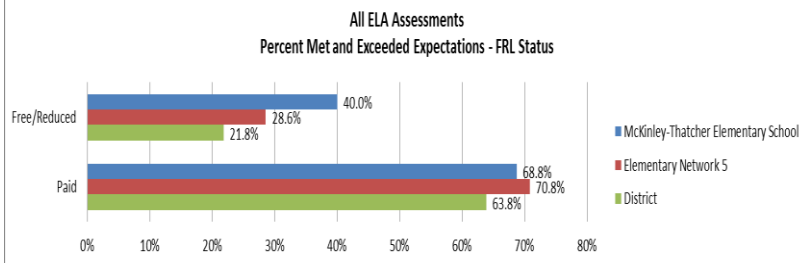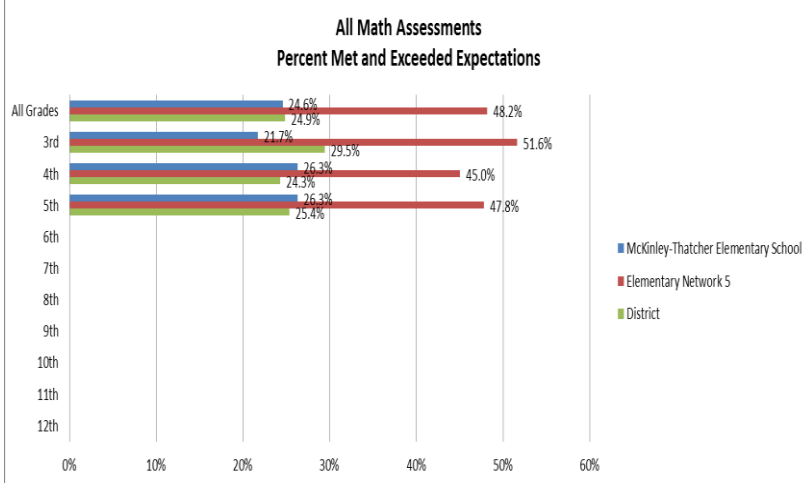
Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

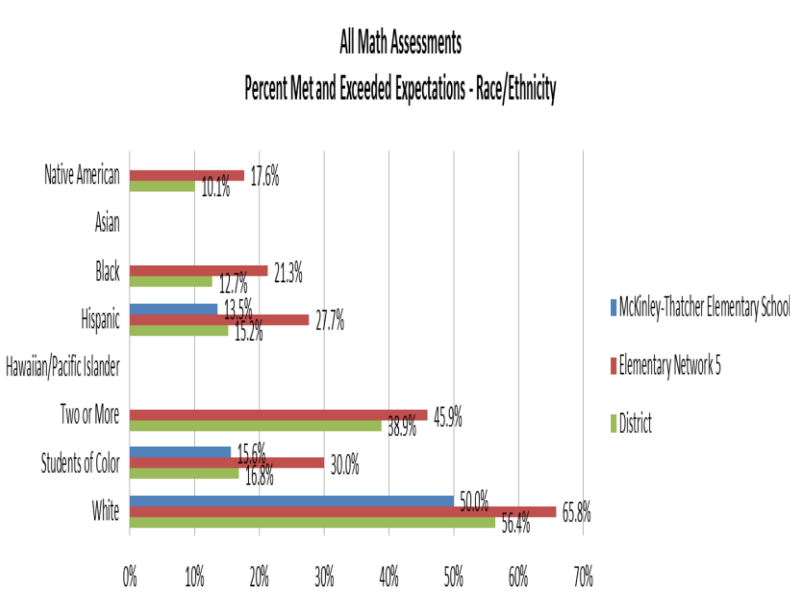| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 26.1% in 3rd grade, 52.6% in 4th grade, 68.4% in 5th grade, and 47.5% in grades 3-5 combined. The percentage for all grades is above the district average of 33.5%		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		The difference in performance on CMAS ELA between White students and Students of Color was 20.3%.	We are continuing to develop capacity to implement the ELA CCSS and assessments while also addressing the needs of students who are not currently meeting grade level expectations.
	The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 35.1% for Hispanic students, which was above the district average of 22.6%. The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 42.2% for Students of Color, which was above the district average of 24.8%. The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 62.5% for White students, which was below the district average of 66.4%.		

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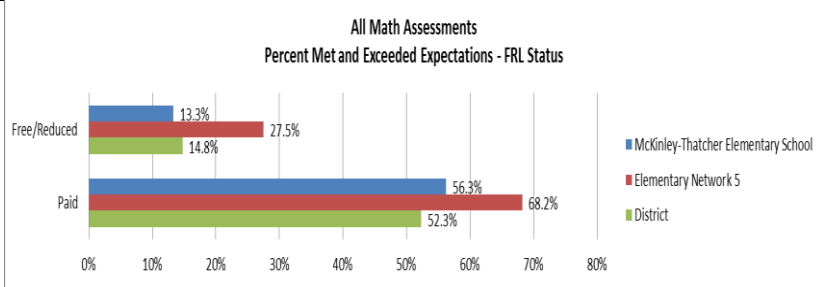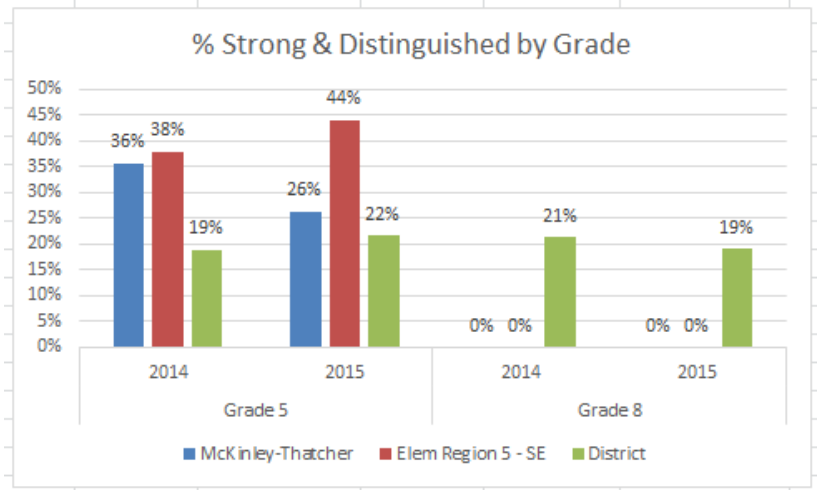| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	All ELA Assessments **Percent Met and Exceeded Expectations - FRL Status** Free/Reduced: 40.0% (McKinley-Thatcher Elementary School), 28.6% (Elementary Network 5), 21.8% (District) Paid: 68.8% (McKinley-Thatcher Elementary School), 70.8% (Elementary Network 5), 63.8% (District) 40.0% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was above the district average of 21.8%. 68.8% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.		
	All Math Assessments **Percent Met and Exceeded Expectations** All Grades: 24.6% (McKinley-Thatcher), 48.2% (Elementary Network 5), 24.9% (District) 3rd: 21.7% (McKinley-Thatcher), 51.6% (Elementary Network 5), 29.5% (District) 4th: 26.3% (McKinley-Thatcher), 45.0% (Elementary Network 5), 24.3% (District) 5th: 26.3% (McKinley-Thatcher), 47.8% (Elementary Network 5), 25.4% (District) The percentage of students Meeting or Exceeding Expectations on CMAS Math was 21.7% in 3rd grade, 26.3% in 4th grade, 26.3% in 5th grade, and 24.6% in grades 3-5 combined. The percentage for all grades is only slightly below the district average of 24.9%.		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of students Meeting or Exceeding Expectations on CMAS Math was 13.5% for Hispanic students, which is below the district average of 15.2%. The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 15.6% for Students of Color, which is below the district average of 16.8%. The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 50% for White students, which is below the district average of 56.4%.	The difference in performance on CMAS Math between White students and Students of Color was 34.4%.	We are continuing to develop capacity to implement the Math CCSS and assessments while also addressing the needs of students who are not currently meeting grade level expectations.

All Math Assessments
Percent Met and Exceeded Expectations - Race/Ethnicity

- Native American: 17.6% (Elementary Network 5), 10.1% (District)
- Asian
- Black: 21.3% (Elementary Network 5), 12.7% (District)
- Hispanic: 13.5% (McKinley-Thatcher Elementary School), 27.7% (Elementary Network 5), 15.2% (District)
- Hawaiian/Pacific Islander
- Two or More: 45.9% (Elementary Network 5), 38.9% (District)
- Students of Color: 15.6% (McKinley-Thatcher), 30.0% (Elementary Network 5), 16.8% (District)
- White: 50.0% (McKinley-Thatcher), 65.8% (Elementary Network 5), 56.4% (District)

Legend:
- McKinley-Thatcher Elementary School
- Elementary Network 5
- District

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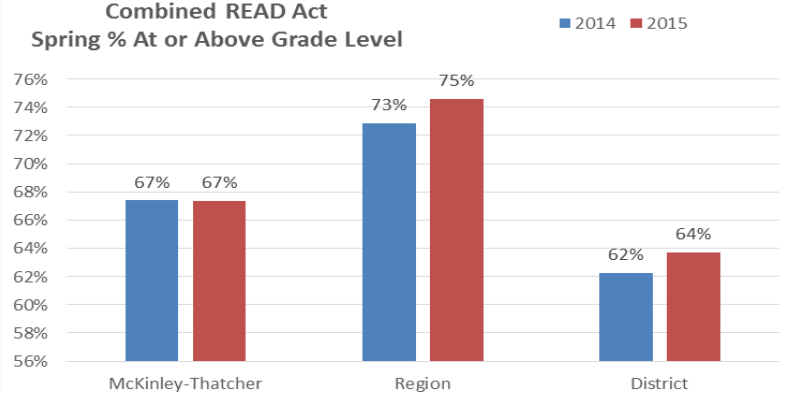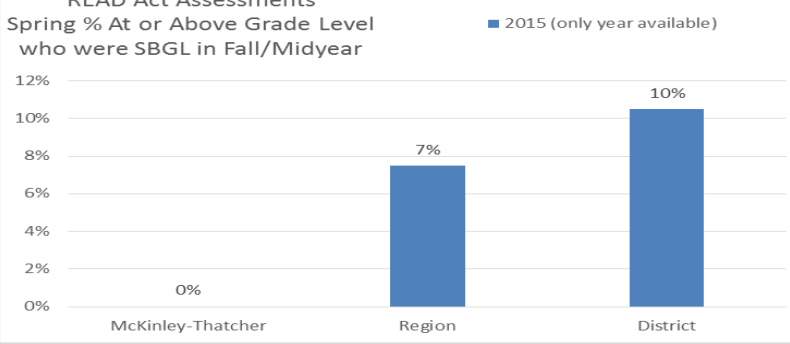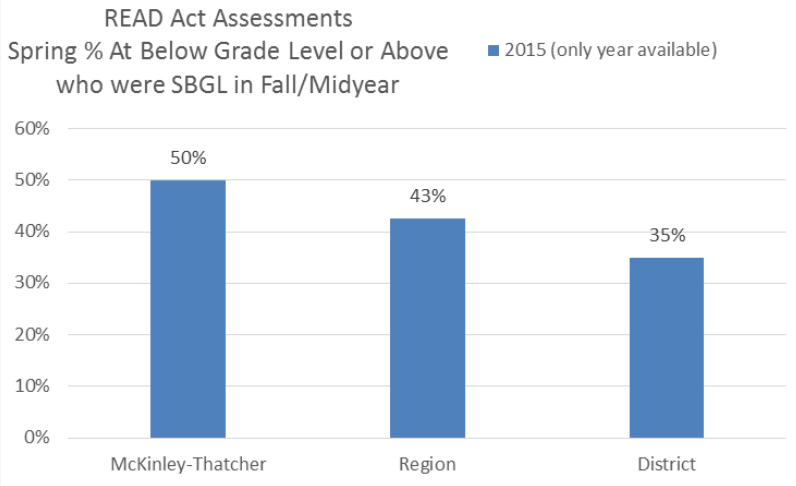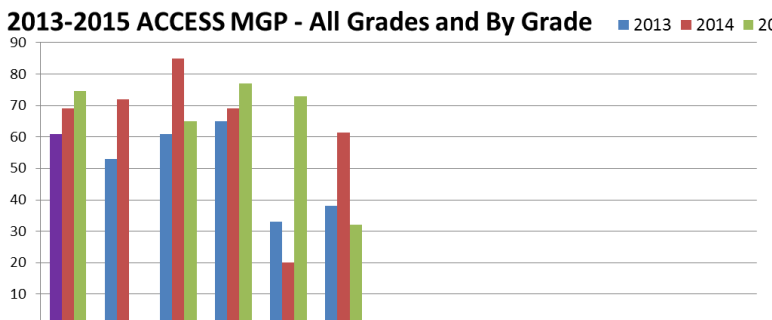| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	All Math Assessments **Percent Met and Exceeded Expectations - FRL Status** Free/Reduced: 13.3%, 27.5%, 14.8% Paid: 56.3%, 68.2%, 52.3% ■ McKinley-Thatcher Elementary School ■ Elementary Network 5 ■ District 13.3% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was slightly below the district average of 14.8%. 56.3% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.		
	% Strong & Distinguished by Grade Grade 5 — 2014: 36%, 38%, 19%; 2015: 26%, 44%, 22% Grade 8 — 2014: 0%, 0%, 21%; 2015: 0%, 0%, 19% ■ McKinley-Thatcher ■ Elem Region 5 - SE ■ District The percentage of students scoring Strong and Distinguished Command on CMAS Science decreased from 36% in 2014 to 26% in 2015, but remains above the district averages of 21% in 2014 and 19% in 2015.		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of students in grades Kindergarten through 3rd who are At and Above Grade Level was 67% in 2014 and 2015. Performance is above the district averages of 62% in 2014 and 64% in 2015. 19% of students were identified as Significantly Below Grade Level.	33% of students in grades Kindergarten through 3rd grade are reading below grade level.	Progress monitoring data has been used inconsistently by teachers to determine students' reading levels and respond to student needs in a timely and effective manner.
	0% of students in grades Kindergarten through 3rd who were Significantly Below Grade Level in Fall 2014 were At/Above grade level in Spring 2015. This is below the district performance of 10%.		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	READ Act Assessments Spring % At Below Grade Level or Above who were SBGL in Fall/Midyear		

50% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was above the district average of 35%.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	**2013-2015 ACCESS MGP - All Grades and By Grade** ■2013 ■2014 ■2015 The MGP for ACCESS (All Grades) increased from 61 in 2013 to 69 in 2014 and then increased to 74.5 in 2015.		
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

Chart data:

	All Grades	01	02	03	04	05	06	07	08	09	10	11	12
2013	61	53	61	65	33	38	0	0	0	0	0	0	0
2014	69	72	85	69	20	61.5	0	0	0	0	0	0	0
2015	74.5	0	65	77	73	32	0	0	0	0	0	0	0

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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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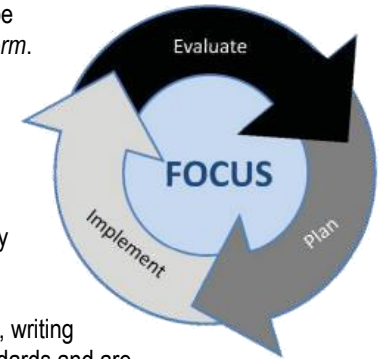
School Target Setting Form

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	The difference in performance on CMAS ELA between White students and Students of Color was 20.3%.	The percentage of Students of Color that Meet/Exceed Expectations on CMAS ELA will increase from 42.2% to 52.2%.	The percentage of Students of Color that Meet/Exceed Expectations on CMAS ELA will increase from 52.2% to 57.2%.	ANet Interim Assessments	Improve teacher expertise in data driven instruction through frequent checks for understanding and student data analysis in literacy and math.
		READ	33% of students in grades Kindergarten through 3rd grade are reading below grade level.	The percentage of students in grades Kindergarten through 3rd that are reading At/Above Grade Level will increase from 67% to 80%.	The percentage of students in grades Kindergarten through 3rd that are reading At/Above Grade Level will increase from 80% to 85%.	DRA, Guided Reading progress monitoring collected monthly	
		M	The difference in performance on CMAS Math between White students and Students of Color was 34.4%.	The percentage of Students of Color that Meet/Exceed Expectations on CMAS Math will increase from 15.6% to 25.6%.	The percentage of Students of Color that Meet/Exceed Expectations on CMAS Math will increase from 25.6% to 30.6%.	ANet Interim Assessments	
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					

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

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Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy #1: Improve teacher expertise in data driven instruction through frequent checks for understanding and student data analysis in literacy and math.
Root Cause(s) Addressed: We are continuing to develop capacity to implement the ELA and Math CCSS and assessments while also addressing the needs of students who are not currently meeting grade level expectations. Progress monitoring data has not been consistently used by teachers to determine students' reading levels and respond to student needs in a timely and effective manner.

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

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

☐ READ Act Requirements   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Teachers are meeting in regularly scheduled data teams to analyze student progress and plan instruction.	Bi-weekly data meetings	Weekly meetings	All classroom teachers, SPED, ESL, Principal		Classroom observations Data team meetings Professional Development meetings	In progress
Teachers will create tightly-focused content and language objectives to allow them to frequently check for understanding.	Daily objectives developed during weekly planning	Daily objectives developed during weekly planning	All classroom teachers, Special Education, ESL, Principal		Classroom observations	
Based on the gathered data, teachers will make adjustments based on student misconceptions and needs, and will use the data to guide future planning and instruction.	Daily objectives developed during	Daily objectives developed during	All classroom teachers, Special Education, ESL, Principal		Classroom observations	

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	weekly planning	weekly planning				
Teachers will collect and analyze monthly progress monitoring data for Guided Reading.	Monthly from September to May	Monthly from September to May	Classroom teachers		Review of data by Principal Observation of Guided Reading instruction	
Teachers will participate in professional development for new math curriculum, number talks, and understanding the rigor of the CCSS.	Bi-weekly	Weekly				

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

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Major Improvement Strategy #2: Improve school culture by modeling and teaching school values, restorative practices, and positive behavior intervention systems.
Root Cause(s) Addressed: The school has not yet implemented a comprehensive positive behavior intervention system.

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				
Creating school values and teaching and modeling strong positive character traits through these values.	Ongoing				Identify common school values.	School values identified in August
Support students with high social and emotional needs through the creation of behavior plans to address individual needs.	As needed					
Create a school-wide system for positive behavior expectations and support.	Create system	Implement			Observations of classrooms and shared spaces	
Providing recognition and celebrations of positive student behavior.	Monthly assemblies; daily awards					

* 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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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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