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: 5716 School Name: MC MEEN ELEMENTARY SCHOOL Official 2014 SPF: 3 Year

Section I: Summary Information about the School

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

Executive Summary
How are students performing? Where will school staff be focusing attention? **Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*
The percentage of students who Met/Exceeded Expectations on CMAS ELA (32.8%) was below the district average (33.5%). The difference in performance between students identified as ELLs and Non-ELL students on CMAS ELA was 23.5%. The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased from 70% in 2014 to 66% in 2015. 31% of students identified as Significantly Below Grade Level moved to Below Grade Level or above during the 2014-2015 school year which was below the district average of 35%.
Why is the school continuing to have these problems? **Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*
Teachers 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. Teachers are continuing to develop capacity to implement instructional strategies and provide differentiation within the ELA CCSS specific to the needs of students who are English Language Learners. Teachers are not using consistent and universal, research-based practices for guided reading.
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.*
Literacy instruction will support all students with meeting the ELA CCSS through differentiation and progress monitoring. Literacy instruction will improve through Guided Reading professional development, ongoing progress monitoring, and focused observation and feedback cycles. Develop the Whole Child through the Community School Program, PBIS, and Super Citizen recognition.

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

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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.

School Code: 5716 School Name: MC MEEN ELEMENTARY SCHOOL

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.

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):

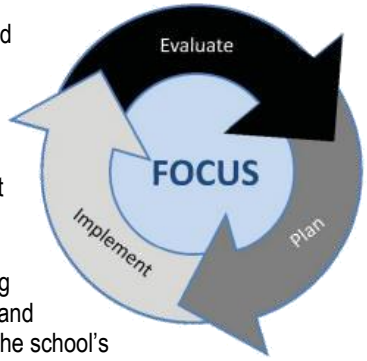
☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review and Planning Grant

☐ School Improvement Support Grant ☐ READ Act Requirements ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Mary Rose Varveris
	Email	Maryrose_varveris@dpsk12.org
	Phone	720-424-5522
	Mailing Address	1000 S. Holly St. Denver CO 80246
2	Name and Title	Martha-Marie Rosenberg
	Email	Martha-marie_rosenberg@dpsk12.org
	Phone	720-424-5542
	Mailing Address	1000 S. Holly St. Denver CO 80246

School Code: 5716 School Name: MC MEEN ELEMENTARY SCHOOL

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.
Located in the Virginia Vale neighborhood, McMeen Elementary is home to a highly diverse population. Approximately 37% of our students are Hispanic, 26% are Black (non-Hispanic), 24% are White and the remaining 11% are of various ethnic backgrounds. There are 33 native languages spoken by our school community. We are a TNLI model school. McMeen serves students in grades ECE-5th . Our student population is approximately 660 students for the 2015-2016 school year. We offer traditional programming with support in the forms of Intervention pull-out, GT, ESL pull-out and push-in, and Mild/Moderate services for the 9% of our learners with Special Education needs. Eighty percent of our student population lives in the school boundaries. The remaining 20% choice in to McMeen from around the greater Denver metro area. Eighty percent of our 2015-2016				

School Code: 5716 School Name: MC MEEN ELEMENTARY SCHOOL

enrollment qualified for Free/Reduced lunch. To celebrate our diversity, students are intermingled during Specials classes (Gym, Music, Art, and Library) and in before and after school programming (Lights on After School, Mustang Academy, etc.). We were awarded a Foundations for Great Schools grant which has allowed us to open a Community School program where all students can receive enrichment and intervention after school. We currently have over 200 students enrolled in the Community School. McMeen Elementary has a resource center, run by our Parent-Family Liaison, which provides resources for the parents themselves, including career searches and resume-building. This resource center has significantly increased our parent-volunteer hours. Additionally, our Parent-Family Liaison sends home weekly newsletters highlighting community events and resources, as well as hosting monthly parent coffee-talks. We have also implemented the Parent-Teacher Home Visit program. To date, 35% of our families have already welcomed teachers to their homes to discuss their hopes and dreams for their children. Our McMeen Multicultural Festival is the highlight of our parent engagement opportunities. McMeen has had the great honor of being identified as a "Blue" Distinguished school by DPS for five consecutive years.

Current Performance/Trend Analysis:

Literacy:

The percentage of students who Met or Exceeded Expectations on CMAS ELA was 27.2% in 3rd grade, 31.0% in 4th grade, and 41.6% in 5th grade. Overall, 32.8% of students in grades 3 through 5 Met or Exceeded Expectations. The overall percentage was slightly below the district average of 33.5%.

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 26.8% for Hispanic students, 33.8% for Black students and 30.5% for Students of Color. The district averages were 22.6% for Hispanic students, 22.1% for Black students, and 24.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 39.7%.

15.2% of students identified as English Language Learners Met or Exceeded Expectations on CMAS ELA which was above the district average of 6.9%. 38.7% of students who were not identified as English Language Learners Met or Exceeded Expectations on CMAS ELA.
30.4% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was above the district average of 21.8%. 47.2% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.

Math:

The percentage of students who Met or Exceeded Expectations on CMAS Math was 24.8% in 3rd grade, 36.9% in 4th grade, and 44.2% in 5th grade. Overall, 34.1% of students in grades 3 through 5 Met or Exceeded Expectations. The overall percentage exceeded the district average.

The percentage of students Meeting or Exceeding Expectations on CMAS Math was 34.0% for Hispanic students, 27.0% for Black students and 31.9% for Students of Color. The district averages were 15.2% for Hispanic students, 12.7% for Black students, and 16.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 41.3%.

22.7% of students identified as English Language Learners Met or Exceeded Expectations on CMAS Math which was above the district average of 7.5%. 36.8% of students who were not identified as English Language Learners Met or Exceeded Expectations on CMAS Math.
32.2% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was slightly above the district average of 14.8%. 45.9% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.

Science:

The percentage of students performing at Strong and Distinguished on CMAS Science increased from 16% in 2014 to 24% in 2015. The percentage was below the district average of 19% in 2014 and was above the district average of 22% in 2015.

READ Act:

The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased from 70% in 2014 to 66% in 2015. Both years were above the district averages of 62% in 2014 and 64% in 2015.

5% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was below the district average of 10%.

31% 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 slightly below the district average of 35%.

ACCESS:
The MGP for ACCESS increased from 25 in 2013 to 86 in 2014 followed by a decrease to 68.5 in 2015.

Priority Performance Challenges:
The percentage of students who Met/Exceeded Expectations on CMAS ELA (32.8%) was below the district average (33.5%).

The difference in performance between students identified as ELLs and Non-ELL students on CMAS ELA was 23.5%.

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31% of students identified as Significantly Below Grade Level moved to Below Grade Level or above during the 2014-2015 school year which was below the district average of 35%.

Root Cause Analysis:

Teachers 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.

Teachers are continuing to develop capacity to implement instructional strategies and provide differentiation within the ELA CCSS specific to the needs of students who are English Language Learners.

Teachers are not using consistent and universal, research-based practices for guided reading.

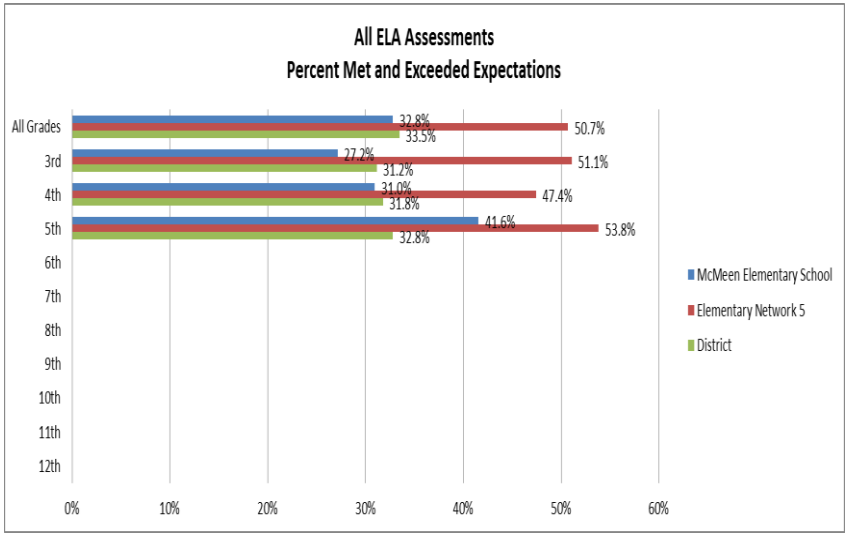
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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 2014-2015 data is not reflective of our students' overall performance. Students in grades 4 and 5 had just completed five weeks of CMAS testing. They took the district interim the second to last week of school and the day after a three-day weekend. There were numerous end of year activities occurring which impacted students' focus. Through our partnership with the Achievement Network, students were assessed three times over the course of the year with results more indicative of their academic growth. Their last ANet data collection was Feb. 2015. We anticipate there will be a significant correlation between their ANet data and PARCC.
Academic Growth	The percentage of students scoring proficient/advanced on the DPS Literacy interim will be 72%.	36% of students were proficient or advanced on the district end of year interim.	
Academic Growth Gaps	The percentage of Minority students scoring proficient/advanced on the DPS Literacy interim will be 72 %	37% of Minority students were proficient or advanced on the district end of year interim.	
Postsecondary & Workforce Readiness			

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	 The percentage of students who Met or Exceeded Expectations on CMAS ELA was 27.2% in 3rd grade, 31.0% in 4th grade, and 41.6% in 5th grade. Overall, 32.8% of students in grades 3 through 5 Met or Exceeded Expectations. The overall percentage was slightly below the district average of 33.5%.	The percentage of students who Met/Exceeded Expectations on CMAS ELA (32.8%) was below the district average (33.5%).	Teachers 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.

School Code: 5716 School Name: MC MEEN ELEMENTARY SCHOOL

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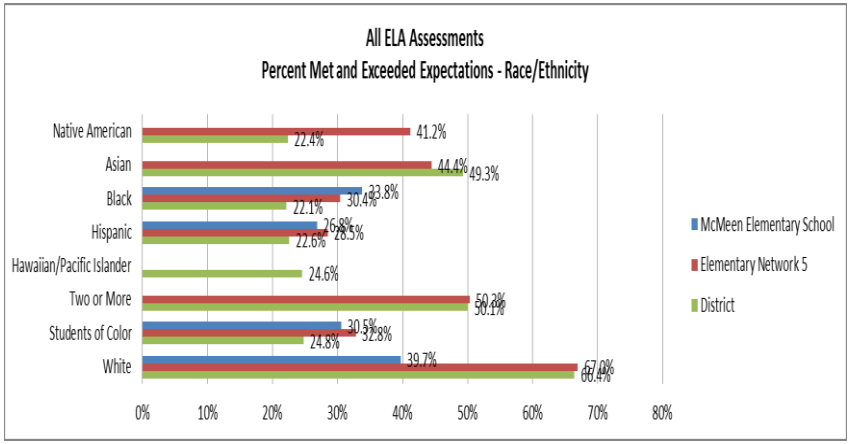
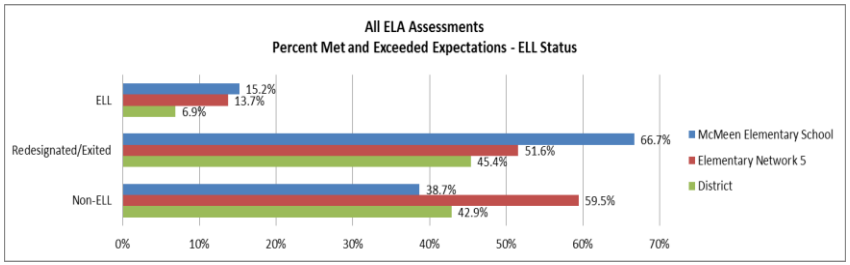
	 The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 26.8% for Hispanic students, 33.8% for Black students and 30.5% for Students of Color. The district averages were 22.6% for Hispanic students, 22.1% for Black students, and 24.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 39.7%.  15.2% of students identified as English Language Learners Met or Exceeded Expectations on CMAS ELA which was above the district average of 6.9%. 38.7% of students who were not identified as English Language Learners Met or Exceeded Expectations on CMAS ELA.	The difference in performance between students identified as ELLs and Non-ELL students on CMAS ELA was 23.5%.	Teachers are continuing to develop capacity to implement instructional strategies and provide differentiation within the ELA CCSS specific to the needs of students who are English Language Learners.

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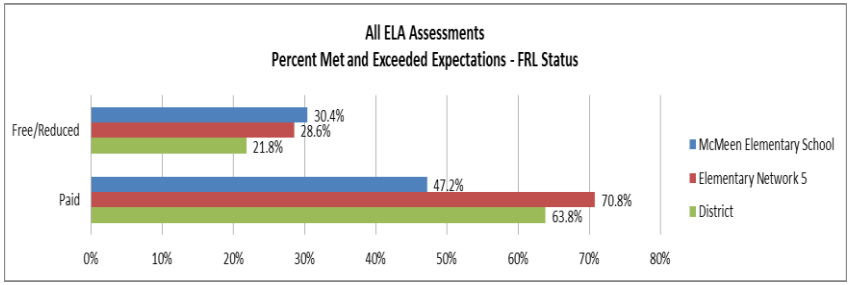
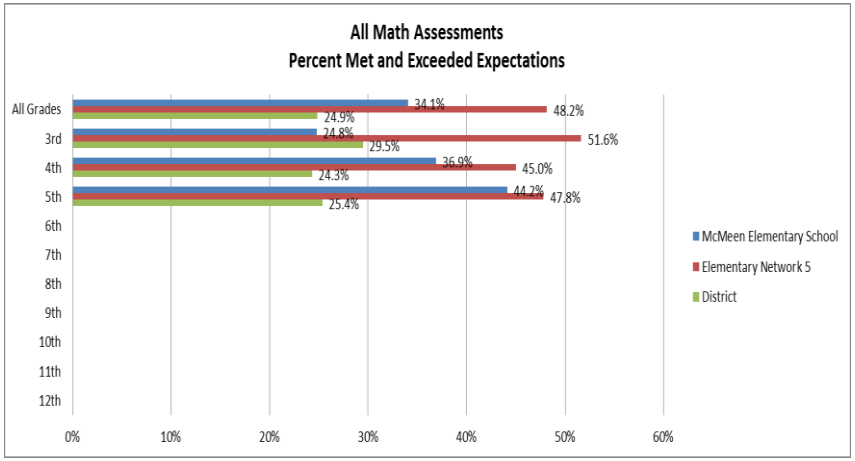
	 30.4% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was above the district average of 21.8%. 47.2% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.		
	 The percentage of students who Met or Exceeded Expectations on CMAS Math was 24.8% in 3rd grade, 36.9% in 4th grade, and 44.2% in 5th grade. Overall, 34.1% of students in grades 3 through 5 Met or Exceeded Expectations. The overall percentage exceeded the district average.		

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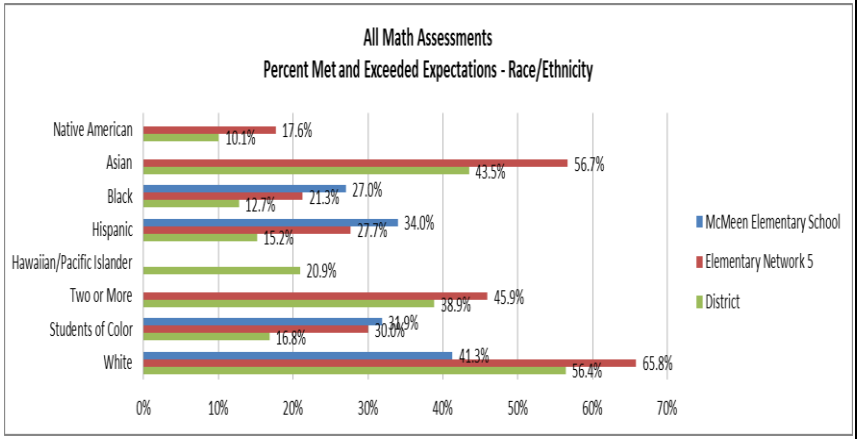

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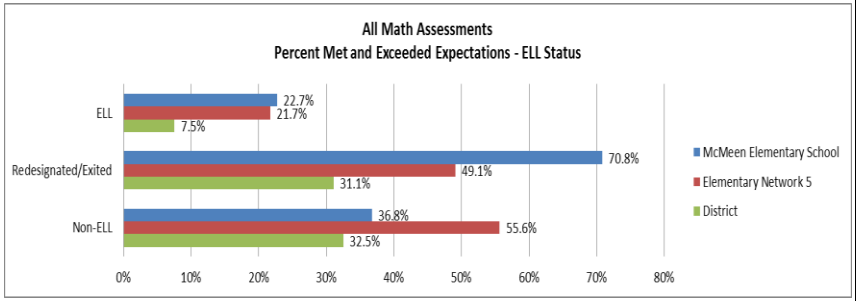

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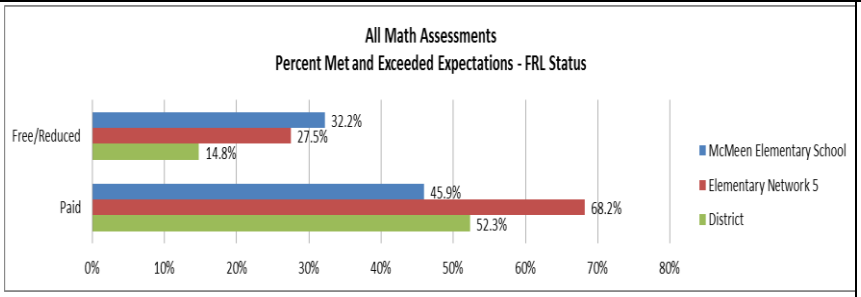
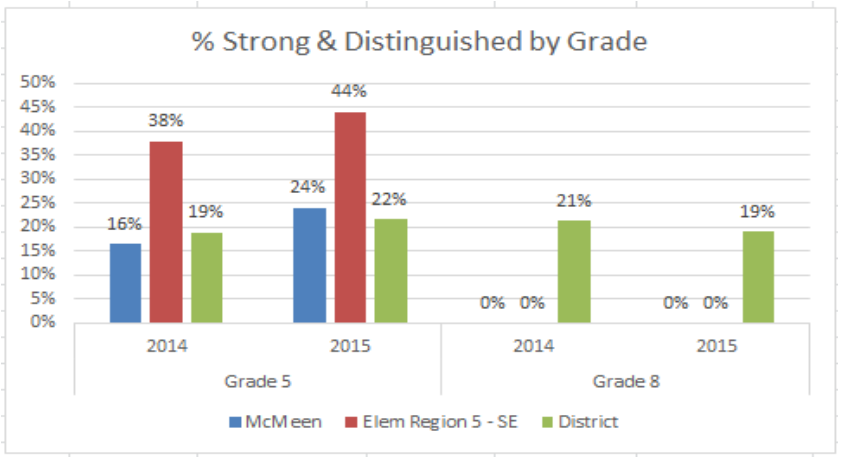
	 32.2% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was slightly above the district average of 14.8%. 45.9% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.		
	 The percentage of students performing at Strong and Distinguished on CMAS Science increased from 16% in 2014 to 24% in 2015. The percentage was below the district average of 19% in 2014 and was above the district average of 22% in 2015.		

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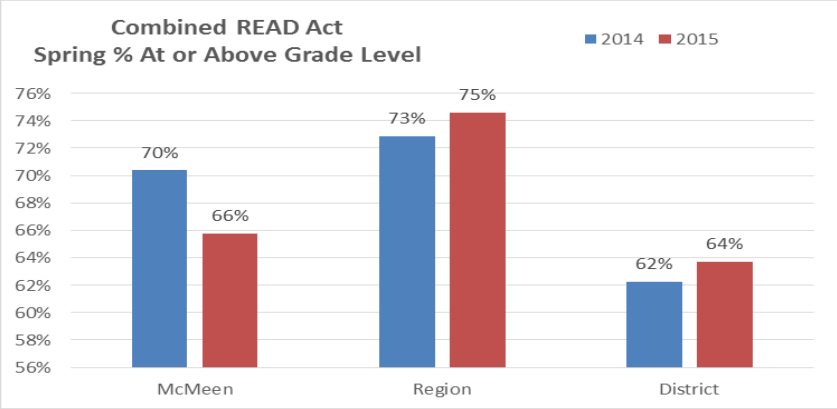
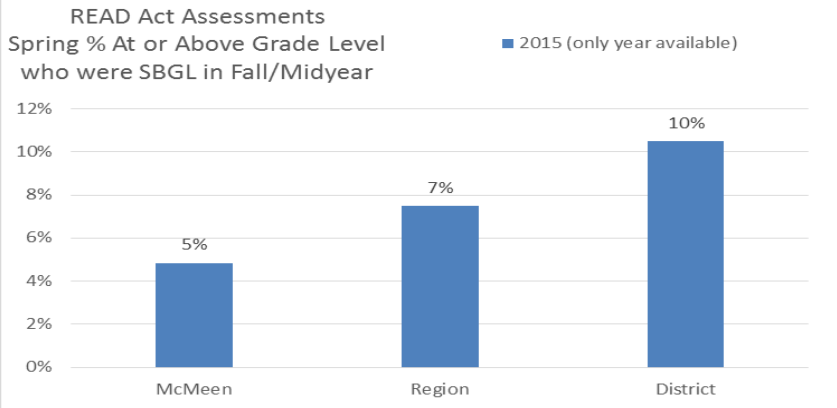
	 The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased from 70% in 2014 to 66% in 2015. Both years were above the district averages of 62% in 2014 and 64% in 2015.  5% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was below the district average of 10%.	The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased from 70% in 2014 to 66% in 2015.	Teachers are not using consistent and universal, research-based practices for guided reading.

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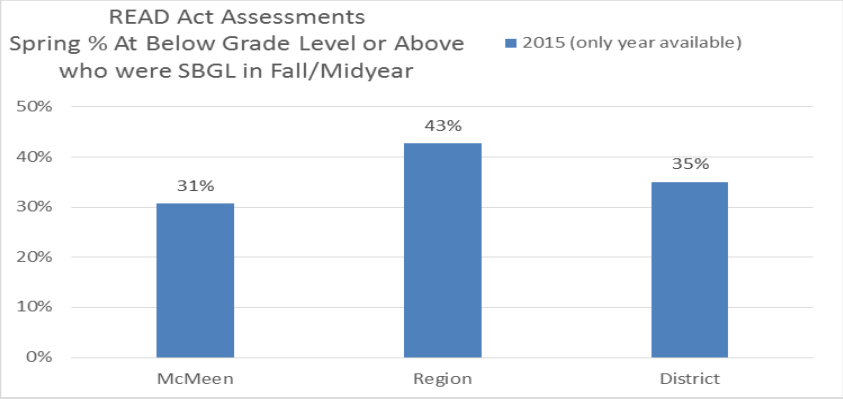
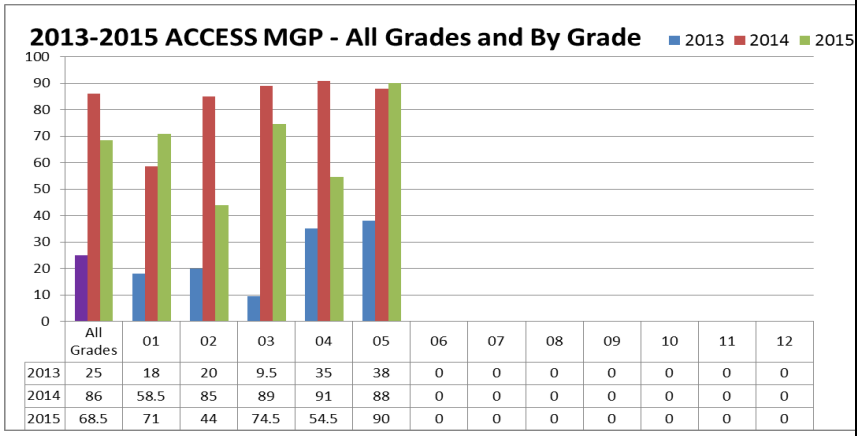
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 31% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was slightly below the district average of 35%.	31% of students identified as Significantly Below Grade Level moved to Below Grade Level or above during the 2014-2015 school year which was below the district average of 35%.	Teachers are not using consistent and universal, research-based practices for guided reading.
Academic Growth	 The MGP for ACCESS increased from 25 in 2013 to 86 in 2014 followed by a decrease to 68.5 in 2015.		

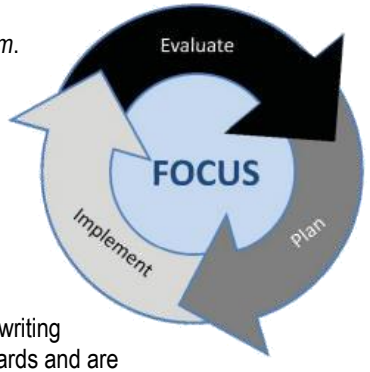
	All Grades	01	02	03	04	05	06	07	08	09	10	11	12
2013	25	18	20	9.5	35	38	0	0	0	0	0	0	0
2014	86	58.5	85	89	91	88	0	0	0	0	0	0	0
2015	68.5	71	44	74.5	54.5	90	0	0	0	0	0	0	0

School Code: 5716 School Name: MC MEEN ELEMENTARY SCHOOL

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

Section IV: Action Plan(s)

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



School Target Setting Form

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

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

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2015-16	Annual Performance Targets 2016-17	Interim Measures for 2015-16	Major Improvement Strategy
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	The percentage of students who Met/Exceeded Expectations on CMAS ELA (32.8%) was below the district average (33.5%). The difference in performance between students identified as ELLs and Non-ELL students on CMAS ELA was 23.5%.	The percentage of students who meet/exceed expectations on CMAS ELA will increase from 32.8% to 40.8%. The percentage of ELL students who meet/exceed expectations on CMAS ELA will increase from 15.2% to 23.2%.	The percentage of students who meet/exceed expectations on CMAS ELA will increase from 40.8% to 50%. The percentage of ELL students who meet/exceed expectations on CMAS ELA will increase from 23.2% to 33.2%.	ANet Interim Assessments, STAR, DRA2, AR	Literacy instruction will support all students with meeting the ELA CCSS through differentiation and progress monitoring.
		READ	The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased from 70% in 2014 to 66% in 2015. 31% of students identified as Significantly Below Grade Level moved to Below Grade Level or above during the 2014-2015 school year which was below the district average.	The percentage of students in grades K-3 reading At/Above Grade Level will increase from 66% to 74%. The percentage of students identified as SBGL that move to Below Grade Level or above will meet or exceed the district average.	The percentage of students in grades K-3 reading At/Above Grade Level will increase from 74% to 80%. The percentage of students identified as SBGL that move to Below Grade Level or above will meet or exceed the district average.	DRA2/EDL2, Running Records, Monthly Guided Reading Progress Monitoring Data, STAR, AR	Literacy instruction will improve through Guided Reading professional development, ongoing progress monitoring, and focused observation and feedback cycles.
		M					
		S					
		ELA					

School Code: 5716 School Name: MC MEEN ELEMENTARY SCHOOL

Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy #1: Literacy instruction will support all students with meeting the ELA CCSS through differentiation and progress monitoring.
Root Cause(s) Addressed: Teachers 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.

Teachers are continuing to develop capacity to implement instructional strategies and provide differentiation within the ELA CCSS specific to the needs of students who are English Language Learners.

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				
There will be increased focus on guided reading through targeted professional development and observation/feedback cycles. Students will be provided with additional opportunities to receive small group instruction focused on literacy.	Ongoing Ongoing	Ongoing Ongoing	Teachers, Intervention Support team Teachers, Intervention Support Team	CCSS, WIDA Standards, LLI, Guided Reading Plus	The Achievement Network interims, DRA2, EDL, student work	In progress
Observation and feedback will have an intentional focus on Literacy integration across content areas.	Weekly	Weekly	School Leadership, Differentiated Roles	CCSS, WIDA standards, Thinking Maps, leveled text, and the use of	Observation reports and logs, weekly student work samples	In progress

School Code: 5716 School Name: MC MEEN ELEMENTARY SCHOOL

Students will be observed utilizing a variety of literacy strategies across content areas; ex: accountable talk, oral language, sentence stems, text evidence-based constructed responses.	Daily	Daily	teachers, teachers Teachers, Intervention Support Team	Accountable Talk anchor charts		
Teachers will confer with students regarding literacy goals and action steps to foster intrinsic motivation and increase knowledge of students' interest. Students will reflect and set literacy-based goals with action steps in their big goal folders and conferencing with teachers around their interests to increase engagement and motivation.	Ongoing Ongoing	Ongoing Ongoing	Teachers, Intervention Support Team Teachers, Intervention Support Team	CCSS, WIDA standards, Thinking Maps, leveled text, and the use of Accountable Talk anchor charts, Big Goal Folders	Big Goal Folders, student work	In progress
platooning	Developing	Ongoing	4th and 5th grade teachers	EL curriculum, Bridges curriculum, Guided Reading PD, math and literacy data teams	The Achievement Network interims, DRA2, EDL, student work	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.

Major Improvement Strategy #2: Literacy instruction will improve through Guided Reading professional development, ongoing progress monitoring, and focused observation and feedback cycles.

Root Cause(s) Addressed: Teachers are not using consistent and universal, research-based practices for guided reading.

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

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

☐ READ Act Requirements ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Teachers will analyze student data and identify gaps during weekly data meetings. Students will use big goal folders to analyze their own work and data to set goals and next steps.	Weekly	Weekly	Teachers, Support teams	CCSS, WIDA standards Student work, The Achievement Network interim data, Big Goal Folders	Student work and assessments	In progress
Observation and feedback will focus on identified students and specific differentiation based on those gap needs. All students will be held accountable for explaining their thinking and sharing ideas through accountable talk strategies, sentence stems, and text based constructed responses.	Weekly	Weekly	School Leadership, teachers, Support teams	Disaggregated PARCC and Interim data, student work, Observation Tracker, Thinking Maps, leveled text, and the use of Accountable Talk anchor charts, Big Goal Folders	Student work and assessments	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: 5716 School Name: MC MEEN ELEMENTARY SCHOOL

Major Improvement Strategy #3: Develop the Whole Child through the Community School Program, PBIS, and Super Citizen recognition.
Root Cause(s) Addressed: _____

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				
McMeen will continue to offer Community School programming that reflects students' interests while also supporting their academic needs. Classes such as Lego Robotics, Destination Imagination, dance, soccer, art, and gardening are offered to foster and ignite student's interest in a variety of areas.	Ongoing	Ongoing	McMeen University staff and teachers	The Foundation for Great Schools Grant supports funding for the 15-16 school year, Community volunteers, teachers and staff	Student participation. Currently over 200 students participates	In progress
Teachers and staff will continue to recognize students for showing the McMeen All Star Traits; Compassion, perseverance, academic achievement, respect, and responsibility, with "starbucks," Super Citizen awards, and positive referrals. Students will be held accountable for their actions within the community using a school wide consequence system, No Nonsense Nurturing, in a way that preserves their dignity.	Ongoing	Ongoing	All staff	Partnership with the Optimist Club for Super Citizen Awards	Positive referrals	In progress

School Code: 5716 School Name: MC MEEN ELEMENTARY SCHOOL

* 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.*