

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **6188** School Name: **MUNROE 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.*

Munroe has not made consistent academic achievement in Reading, according the DRA/EDL data and the State School Performance Framework.

Kindergarten students have outperformed end of year grade level expectations for all other grade level, except in 2012 and 2013 when second grade students surpassed the number of Kindergarten students ending the year on grade level. The number of students ending the year on grade level decreases at each grade level.

There was a substantial increase in ACCESS Median Growth Percentiles in 2014 in all grade levels except Grade 2. These increases were not replicated in 2015 yet the overall ACCESS MGP exceeded the state expectation.

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 not using consistent systems to track student progress and/or having on-going conversations between classroom teachers and intervention teachers.

There has been a lack of observations and feedback cycles tied directly to professional learning.

We have not created consistent strategies where students and adults are celebrated, valued and motivated individually and collectively.

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.*

Utilize data analysis protocols and instructional action plans to drive instructional planning to increase student achievement through standards analysis, identification of student misconceptions and on-going assessment rooted in year-long ELA and Math Standards.

Engage in consistent and differentiated feedback and observation loops to increase teacher effectiveness and student achievement relating specifically to weekly Close Reading and Guided Reading professional learning.

School-wide systems, structures and professional learning will be created, monitored and adjusted in order to create a positive and professional staff, student and community culture

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/uiip/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 3 rd 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).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2)	Not identified as a	This school is not identified as a Focus School and does not need to meet

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	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.	Title I Focus School	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 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?	Munroe Elementary School was awarded a School Improvement Support (SIS) Grant for the 2013-2014 school year. This grant allowed teachers and school leaders to attend professional development conferences, provided additional stipends and pay for teacher leaders, fund a staff retreat and paid for a SchoolWorks site visit. The grant was not awarded again for the 2014-2015 school year.
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.	School Works conducted an external site visit as part of being awarded a SIS grant. This evaluation took place in November 2013 and March 2014.

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)

	Name and Title	Abigail Brown (Abigail Brown)
	Email	Abigail_brown@dpsk12.org
	Phone	720-424-5230
	Mailing Address	3440 West Virginia Ave Denver, CO 80219
2	Name and Title	Stacey Mundis (Assistant Principal)
	Email	Stacey_mundis@dpsk12.org

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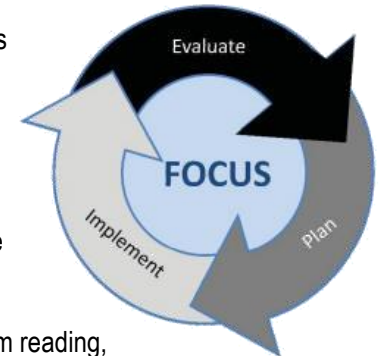
	Phone	720-424-5230
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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

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

<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
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the UIP and participants (e.g., School Accountability Committee).	school's targets. Identify the overall magnitude of the school's performance challenges.	comparison (e.g., state expectations, state average) to indicate why the trend is notable.	challenges have been selected and address the magnitude of the school's overall performance challenges.	the selection process for the corresponding major improvement strategy(s) is encouraged.
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Narrative:

Munroe Elementary School is located in the Westwood neighborhood of Southwest Denver and had 610 students enrolled in 2014-2015 and currently has 576 students enrolled in ECE through 5th grade. According to our District's School Performance Framework, in 2014, our student population was characterized as: 96.4% minority, 76.5% ELL, 98.9% of students qualify for Free and Reduced Lunch and 11.1% of students receive Special Education services. Munroe implements both a TNLI transitional native language and ESL instruction model to support a high number of ELLs. All classroom teachers are designated ELA-E or ELA-S as well as one half time teacher who is ESL endorsed and works with identified ESL students who do not speak Spanish as their native language. School leaders, in collaboration with the School Leadership Team created the initial draft of the 2015-2016 Unified Improvement Plan.

Current Performance and Trend Analysis:

Munroe CMAS-PARCC Status Data shows higher percentages in ELA than across all three grade levels. While there is no growth data, due to 2015 being the first year of administering CMAS-PARCC, status data shows that Munroe is below the district average in all three grade levels and in ELA and Math.

Grade	CMAS-PARCC ELA %Approaching and Above	CMAS-PARCC ELA %Met and Above	CMAS-PARCC Math %Approaching and Above	CMAS-PARCC Math %Met and Above
3	32.1%	16%	32.7%	14.4%
4	38.5%	19.8%	39.6%	9.9%
5	50%	19.3%	35.2%	5.7%
Total	41.5%	18.8%	35.7%	10.2%

Munroe CMAS Social Studies Status and Growth Data shows that the percentages in all command areas has increased from 2014 to 2015 with the exception of students scoring in the Distinguished Command level which remained at 0% for both years.

Command Level	2014 Percentages	2015 Percentages	Change from 2014 to 2015
Moderate Command	41.7%	37.4%	-4.3%
Strong Command	3.1%	8.8%	+5.7%
Distinguished Command	0%	0%	0%
Combined Strong and Distinguished Command	3.1%	8.8%	+5.7%

Munroe CMAS Science Status and Growth Data shows a decline in all command levels from 2014 to 2015.

Command Level	2014 Percentages	2015 Percentages	Change from 2014 to 2015
Moderate Command	35.4%	32.9%	-2.5%
Strong Command	7.1%	4.7%	-2.4%
Distinguished Command	1%	0%	-1%
Combined Strong and Distinguished Command	8.1%	4.7%	-3.4%

Munroe TCAP achievement status data analysis indicates increases in Reading, Math and Science over the last five years. Writing is the only content area which had a drop, in 2013, where the percentage of Proficient and Above students changed from 29% to 28%. Even though we have primarily positive achievement trends, proficiency percentages still remain below state targets.

Content Area	2010 %Proficient and Above	2011 %Proficient and Above	2012 %Proficient and Above	2013 %Proficient and Above	2014 %Proficient and Above
Reading	24%	36%	41%	42%	44%
Writing	16%	29%	29%	28%	35%
Math	35%	42%	44%	51%	52%
Science	6%	3%	12%	15%	NA

Munroe TCAP median growth percentile data analysis indicates inconsistent and fluctuating increases across Reading, Writing and Math over the last 5 years. While Munroe was closer to state expectations in 2014, growth rates are still below state expectations.

Content Area	2010 Median Growth Percentiles	2011 Median Growth Percentiles	2012 Median Growth Percentiles	2013 Median Growth Percentiles	2014 Median Growth Percentiles
Reading	48	54	51	48.5	55
Writing	39.5	50	49	41.4	52
Math	33	37	37	30	52.5

Munroe DRA/EDL data shows inconsistencies and fluctuations at all grade levels over the last six years. Kindergarten and third grade students showed an increase in the number of students at or above grade level while students in first and second grade have shown a decrease of 2%-3% from 2014 to 2015. In order to increase the number of students reading at or above grade level, professional development for all classroom teachers, intervention teachers and special education teachers is focused on Close Reading and Guided Reading. Along with the weekly professional learning, data is updated and

Grade	Year	% At or Above Grade Level
Kindergarten	2010	84%
	2011	64%
	2012	60%
	2013	69%
	2014	73%
	2015	83%
1 st grade	2010	39%
	2011	58%
	2012	51%
	2013	61%
	2014	67%
	2015	65%
2 nd grade	2010	40%
	2011	61%
	2012	62%

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	2013	76%
	2014	54%
	2015	51%
3 rd grade	2010	33%
	2011	45%
	2012	44%
	2013	47%
	2014	38%
	2015	45%

Munroe ACCESS achievement status data analysis indicates increases across ACCESS Overall, Listening, Speaking, Reading, Oral, Literacy and Comprehension. Writing declines 1% from 2014 to 2015.

ACCESS Sub-Groups	2013 Percent of Levels 5 and 6 (Bridging and Reaching)	2014 Percent of Levels 5 and 6 (Bridging and Reaching)	2015 Percent of Levels 5 and 6 (Bridging and Reaching)
Overall	13.7%	27%	32%
Listening	59.7%	66%	67%
Speaking	22.1%	22%	30%
Reading	51.1%	47%	54%
Writing	9.3%	18%	17%
Oral	25.4%	36%	45%
Literacy	13.5%	30%	30%
Comprehension	44.2%	51%	59%

Munroe ACCESS median growth percentile data analysis indicates that Munroe is 8 percentile points above the state target of 50 for overall ACCESS growth.

ACCESS Overall	2014 Median Growth Percentile	2015 Median Growth Percentile
	64	58

Munroe's ACCESS trajectory report indicates that 66% of English Language Learners are On-Track for reaching an Overall level 5 while 14% of English Language Learners are not On-Track for reaching a level 5. In order to address the need for developing language for all students, we have continued a daily 45-minute school-wide language development block using Dictado and Lotta Lara language development strategies.

School Performance Framework:

On the State of Colorado's School Performance Framework, Munroe is categorized as an Improvement school which simply means that we earned between 47% and 58% out of 100% points earned. Munroe earned 57.6% points, putting us at 0.4% points below the cutoff for Performance type. Analysis of the 2014 State School Performance Framework shows several highlights:

- Munroe meets exceeds expectations in English Language Proficiency (ACCESS) and meets expectations in Reading academic growth which places us at meeting expectations for the Academic Growth overall category.
- Munroe meets expectations in reading Academic Growth Gaps category and also in the following reading growth gaps sub categories: Free/Reduced lunch eligible, minority students, English learners and students need to catch up.
- Munroe also meets expectations for students needing to catch up in mathematics and English learners in writing.
- Munroe is approaching in the Academic Achievement category
 - Within this category, Munroe does not meet in Reading and is approaching expectations in mathematics and writing.
- Munroe is also approaching in mathematics and writing Academic Growth Gaps categories leading to an overall rating of approaching for all Academic Growth Gaps.

Priority Performance Challenge:

Munroe has not made consistent academic achievement in Reading, according to the DRA/EDL data and the State School Performance Framework and has also not made adequate academic achievement in Math, according to 2015 CMAS PARCC scores.

Root Cause Analysis:

During October 2015, school leaders and members of the School Leadership Team met for two meeting sessions to analyze previous Major Improvement Strategies and determine Major Improvement Strategies to address our current state. An initial UIP draft was written to identify celebrations, trends and focus areas with the goal of determining priority performance challenges, root causes, major improvement strategies and action steps. It was decided to continue focusing our root causes under the three categories of Data-Driven Instruction, Professional Learning and Observation Feedback Cycles and Staff, Student and Community Culture, as these are also the continued focus areas for Denver Public School's Elementary Education Division. Through this process, we identified the following root causes:

- ❖ Data-driven instruction
 - Common progress monitoring methods and time-frames have not been established
 - Classroom teachers and intervention teachers do not have established time to look at common student progress
 - There is no consistent system for sharing specific data and feedback to students individually and class-wide
- ❖ Profession Learning and Observation Feedback Cycles
 - Feedback has not celebrated positive instructional shifts regularly
 - Observation and feedback has not been tied directly to weekly professional learning
- ❖ Staff, Student and Community Culture
 - There have not been on-going and varied celebrations to showcase students.
 - There have not been on-going and varied celebrations to showcase staff.
 - There have not been on-going and varied celebrations to showcase the community.

From the list of root causes above, the essential root cause for each major improvement category were identified as:

- ❖ We are not using consistent systems to track student progress and/or having on-going conversations between classroom teachers and intervention teachers.
- ❖ There has been a lack of observations and feedback cycles tied directly to professional learning.
- ❖ We have not created consistent conditions where students and adults are celebrated, valued and motivated publically and privately.

The three major improvement strategies extend work that Munroe started in last year with improved structures for data driven instruction, observation and feedback and improved school culture. Throughout the year, the action steps documented in the UIP will be monitored by members of DDI, Culture Team and School Leadership Team to ensure that we are implementing action steps and making progress towards goals we established. This process will also be discussed and updated during Collaborative School Committee (CSC) meetings as monthly updates.

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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)	80% of students will be on or above grade level as measured by DRA/EDL.	59% of students were reading at or above grade according to the Spring DRA or Spring EDL.	<p>Reading data was not consistently tracked and monitored to ensure that all students were making adequate reading growth, with the exception of Kindergarten.</p> <p>Classroom teachers and intervention teacher did not have similar data during progress monitoring meetings and meetings were not consistently upheld.</p>
	80% of students will be on or above grade level as measured by end of the year math interim.	47 % of students scored Proficient as measured by the end of the year math interim.	
	80% of students will be on or above grade level as measured by end of the year literacy interim.	57% of students scored Proficient as measured by the end of the year literacy interim.	
Academic Growth	ELA - 60	Growth between TCAP and CMAS PARCC-ELA showed a 0% increase. Growth percentiles are not available due to only one year of data.	Interim assessments were not aligned to district scope and sequence.
	Math – 60	Growth between TCAP and CMAS PARCC-Math showed a 19% decrease. Growth percentiles are not available due to only one year of data.	
Academic Growth Gaps	Minority students will obtain a growth percentile of 60 on the 2015 ELA CMAS-PARCC.	Growth between TCAP and CMAS PARCC-ELA showed a 0% increase. Growth percentiles are not available due to only one year of data.	

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Postsecondary & Workforce Readiness			

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Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.*

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
Academic Achievement (Status)	<p style="text-align: center;">READ Act - Percent At or Above Grade Level by Grade</p> <table border="1"> <caption>READ Act - Percent At or Above Grade Level by Grade</caption> <thead> <tr> <th>Year</th> <th>Grade K (%)</th> <th>Grade 1 (%)</th> <th>Grade 2 (%)</th> <th>Grade 3 (%)</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>85</td> <td>40</td> <td>40</td> <td>35</td> </tr> <tr> <td>2011</td> <td>65</td> <td>58</td> <td>62</td> <td>45</td> </tr> <tr> <td>2012</td> <td>65</td> <td>50</td> <td>62</td> <td>45</td> </tr> <tr> <td>2013</td> <td>70</td> <td>60</td> <td>75</td> <td>48</td> </tr> <tr> <td>2014</td> <td>75</td> <td>65</td> <td>55</td> <td>40</td> </tr> <tr> <td>2015</td> <td>85</td> <td>65</td> <td>50</td> <td>45</td> </tr> </tbody> </table>	Year	Grade K (%)	Grade 1 (%)	Grade 2 (%)	Grade 3 (%)	2010	85	40	40	35	2011	65	58	62	45	2012	65	50	62	45	2013	70	60	75	48	2014	75	65	55	40	2015	85	65	50	45	<p>Kindergarten students have outperformed end of year grade level expectations for all other grade level, except in 2012 and 2013 when second grade students surpassed the number of Kindergarten students ending the year on grade level. The number of students ending the year on grade level decreases at each grade level.</p>	<ul style="list-style-type: none"> ❖ We are not using consistent systems to track student progress and/or having on-going conversations between classroom teachers and intervention teachers. ❖ There has been a lack of observations and feedback cycles tied directly to professional learning. ❖ We have not created consistent strategies where students and adults are celebrated, valued and motivated individually and collectively.
Year	Grade K (%)	Grade 1 (%)	Grade 2 (%)	Grade 3 (%)																																		
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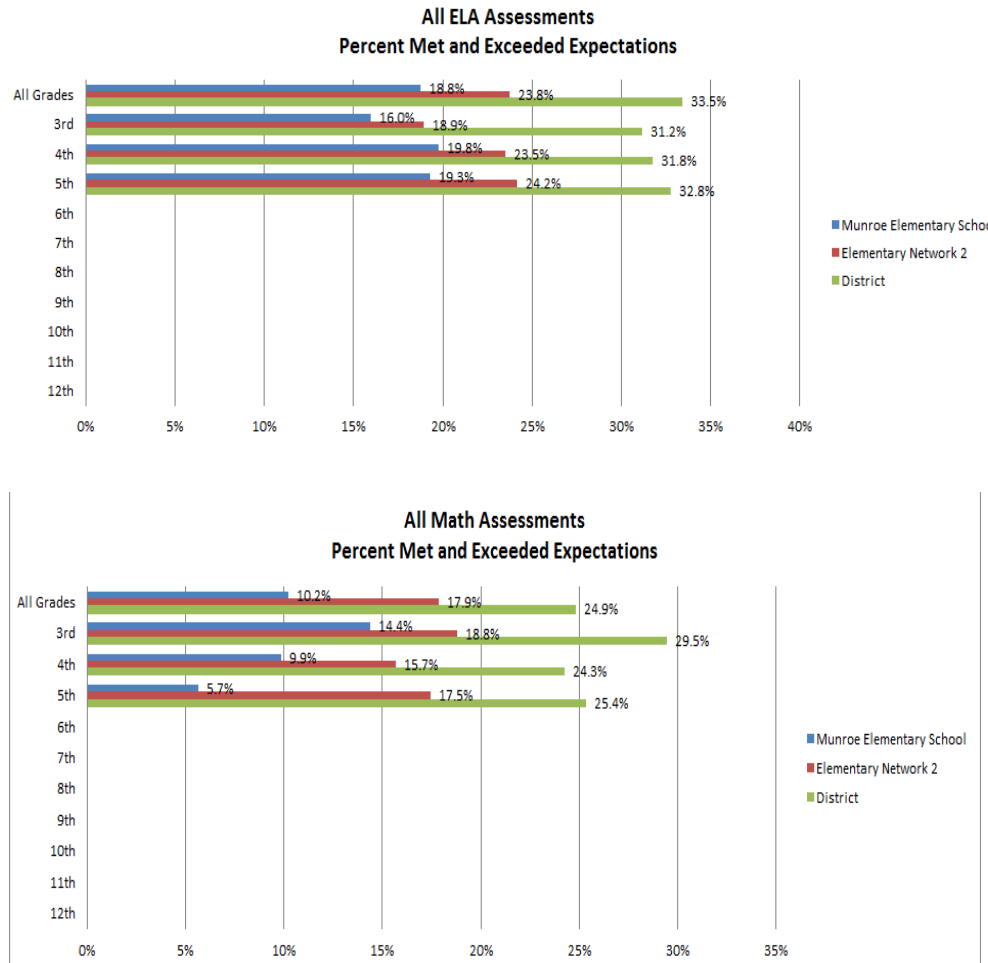
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Performance Indicators

Description of Notable Trends (3 years of past state and local data)

Priority Performance Challenges

Root Causes



Munroe has less students who met or exceeded expectations than DPS and Network 2 in all grade level both in ELA and Math, according to CMAS PARCC.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																												
Academic Growth	<p>2013-2015 ACCESS MGP - All Grades and By Grade</p> <table border="1"> <thead> <tr> <th></th> <th>All Grades</th> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>52</td> <td>39.5</td> <td>67</td> <td>60</td> <td>41</td> <td>51</td> </tr> <tr> <td>2014</td> <td>63</td> <td>48</td> <td>52.5</td> <td>66.5</td> <td>71</td> <td>74</td> </tr> <tr> <td>2015</td> <td>58</td> <td>48.5</td> <td>50</td> <td>58</td> <td>62</td> <td>74</td> </tr> </tbody> </table>		All Grades	01	02	03	04	05	2013	52	39.5	67	60	41	51	2014	63	48	52.5	66.5	71	74	2015	58	48.5	50	58	62	74	<p>There was a substantial increase in ACCESS Median Growth Percentiles in 2014 in all grade levels except Grade 2. These increases were not replicated in 2015 yet the overall ACCESS MGP exceeded the state expectation.</p>	<ul style="list-style-type: none"> ❖ We are not using consistent systems to track student progress and/or having on-going conversations between classroom teachers and intervention teachers. ❖ There has been a lack of observations and feedback cycles tied directly to professional learning. ❖ We have not created consistent strategies where students and adults are celebrated, valued and motivated individually and collectively.
	All Grades	01	02	03	04	05																									
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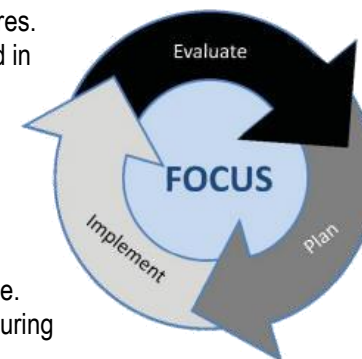
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p>ACCESS Trajectory On-Track Rate</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>78%</td> <td>80%</td> </tr> <tr> <td>Grade K</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Grade 1</td> <td>90%</td> <td>88%</td> </tr> <tr> <td>Grade 2</td> <td>57%</td> <td>73%</td> </tr> <tr> <td>Grade 3</td> <td>90%</td> <td>85%</td> </tr> <tr> <td>Grade 4</td> <td>77%</td> <td>80%</td> </tr> <tr> <td>Grade 5</td> <td>77%</td> <td>74%</td> </tr> </tbody> </table>	Grade	2014	2015	All Grades	78%	80%	Grade K	0%	0%	Grade 1	90%	88%	Grade 2	57%	73%	Grade 3	90%	85%	Grade 4	77%	80%	Grade 5	77%	74%	<p>There was inconsistent growth in students on-track across grade levels yet overall there is an increase of students on-track with the percentage increasing 78% in 2014 to 80% in 2015.</p>	<ul style="list-style-type: none"> ❖ We are not using consistent systems to track student progress and/or having on-going conversations between classroom teachers and intervention teachers. ❖ There has been a lack of observations and feedback cycles tied directly to professional learning. ❖ We have not created consistent strategies where students and adults are celebrated, valued and motivated individually and collectively.
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Academic Growth Gaps	NA																										
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.

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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	Munroe has not made consistent academic achievement in Reading, according to the DRA/EDL data and the State School Performance Framework and has also not made adequate academic achievement in Math, according to 2015 CMAS PARCC scores.	55% of students will score approaching or above on CMAS PARCC ELA.	65% of students will score approaching or above on CMAS PARCC ELA.	<p>DRA2/EDL2 and ELA ANet assessments will be administered three times per year.</p> <p>DRA/EDL progress monitoring passages will be administered to all students who are reading below grade level every seven weeks</p> <p>Student reading behaviors will be tracked for all students every seven weeks.</p> <p>Intervention and Special Education teachers will meet every seven weeks to discuss student acceleration and progress towards end of the year reading proficiency or target.</p> <p>Classroom, intervention and special education teachers will participate in weekly professional development that focuses on Close</p>	<p>Utilize data analysis protocols and instructional action plans to drive instructional planning to increase student achievement through standards analysis, identification of student misconceptions and on-going assessment rooted in year-long ELA and Math Standards.</p> <p>Engage in consistent and differentiated feedback and observation loops to increase teacher effectiveness and student achievement relating specifically to weekly Close Reading and Guided Reading professional learning.</p> <p>School-wide systems, structures and professional learning will be created, monitored and adjusted in order to create a positive and professional staff, student and</p>

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						<p>Reading and Guided Reading.</p> <p>Intervention teachers will send home progress reports every seven weeks to inform parents of student progress and suggest strategies to support literacy and math development.</p>	community culture
		READ	<p>Munroe has not made consistent academic achievement in Reading, according to the DRA/EDL data and the State School Performance Framework and has also not made adequate academic achievement in Math, according to 2015 CMAS PARCC scores.</p>	<p>80% of students will be on or above grade level as measured by DRA/EDL.</p>	<p>80% of students will be on or above grade level as measured by DRA/EDL.</p>	<p>DRA2/EDL2 and ELA ANet assessments will be administered three times per year.</p> <p>DRA/EDL progress monitoring passages will be administered to all students who are reading below grade level every seven weeks</p> <p>Student reading behaviors will be tracked for all students every seven weeks.</p> <p>Intervention and Special Education teachers will meet every seven weeks to discuss student acceleration and progress towards end of</p>	<p>Utilize data analysis protocols and instructional action plans to drive instructional planning to increase student achievement through standards analysis, identification of student misconceptions and on-going assessment rooted in year-long ELA and Math Standards.</p> <p>Engage in consistent and differentiated feedback and observation loops to increase teacher effectiveness and student achievement relating specifically to weekly Close Reading and Guided Reading professional learning.</p>

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						<p>the year reading proficiency or target.</p> <p>Classroom, intervention and special education teachers will participate in weekly professional development that focuses on Close Reading and Guided Reading.</p> <p>Intervention teachers will send home progress reports every seven weeks to inform parents of student progress and suggest strategies to support literacy and math development.</p>	<p>School-wide systems, structures and professional learning will be created, monitored and adjusted in order to create a positive and professional staff, student and community culture</p>
		M	<p>Munroe has not made consistent academic achievement in Reading, according to the DRA/EDL data and the State School Performance Framework and has also not made adequate academic achievement in Math, according to 2015 CMAS PARCC scores.</p>	<p>45% of students will score approaching or above on CMAS PARCC Math.</p>	<p>55% of students will score approaching or above on CMAS PARCC Math.</p>	<p>Intervention teachers will send home progress reports every seven weeks to inform parents of student progress and suggest strategies to support math development.</p> <p>Classroom, intervention and special education teachers will participate in monthly professional development that focuses on CCSS and rigorous math instruction.</p>	<p>Utilize data analysis protocols and instructional action plans to drive instructional planning to increase student achievement through standards analysis, identification of student misconceptions and on-going assessment rooted in year-long ELA and Math Standards.</p> <p>Engage in consistent and</p>

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						<p>Intervention and Special Education teachers will meet every seven weeks to discuss student acceleration and progress towards end of the year math proficiency or target.</p> <p>Students will be monitored every six weeks using MobyMax.</p> <p>Math ANet assessments will be administered three times per year.</p>	<p>differentiated feedback and observation loops to increase teacher effectiveness and student achievement relating specifically to weekly Close Reading and Guided Reading professional learning.</p> <p>School-wide systems, structures and professional learning will be created, monitored and adjusted in order to create a positive and professional staff, student and community culture</p>
		S		45% of students will score moderate command or above on CMAS Science.	55% of students will score moderate command or above on CMAS Science.		
Academic Growth	Median Growth Percentile, TCAP, CMAS/PAR CC, ACCESS, local measures	ELA	NA	NA	NA	NA	NA
		M	NA	NA	NA	NA	NA
		ELP		58	60	Classroom, intervention and special education teachers will participate in weekly professional development that focuses on Close Reading and Guided Reading.	Utilize data analysis protocols and instructional action plans to drive instructional planning to increase student achievement through standards analysis, identification of student

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							<p>misconceptions and on-going assessment rooted in year-long ELA and Math Standards.</p> <p>Engage in consistent and differentiated feedback and observation loops to increase teacher effectiveness and student achievement relating specifically to weekly Close Reading and Guided Reading professional learning.</p> <p>School-wide systems, structures and professional learning will be created, monitored and adjusted in order to create a positive and professional staff, student and community culture</p>
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	NA	NA	NA	NA	NA
		M	NA	NA	NA	NA	NA
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						

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	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: ___ Utilize data analysis protocols and instructional action plans to drive instructional planning to increase student achievement through standards analysis, identification of student misconceptions and on-going assessment rooted in year-long ELA and Math Standards.

Root Cause(s) Addressed: ___ We are not using consistent systems to track student progress and/or having on-going conversations between classroom teachers and intervention teachers.

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				
Dictado and Lotta Lara refresher training	August 18, 2015		Instructional Staff School leaders Instructional coach		Teacher attendance Evidence of strategies used in all classrooms	Completed
Thinking Maps	August 19, 2015		Instructional Staff School leaders		Teacher attendance Thinking Maps visible in all content areas in each	Completed

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			Instructional coach		classroom. Use of Thinking Maps observed during bi-weekly feedback cycles.	
Bi-weekly DDI teacher leader team meetings	Beginning August 31 and continuing throughout school year		School leaders DDI grade level leaders	DDI year 3 implementation plan Year-long ELA and Math standards ANet resources	Teacher led data meetings DDI teacher leader created agendas	On-going
School-based half day planning to support implementation of new curriculum, creation of interim assessments and data analysis	Beginning August 31 and continuing throughout school year		Classroom teachers	EL curriculum resources Anet resources Planning guides	Unit planning creation	On-going
Moby Max staff training	September 9, 2015		Math Intervention Teachers Technology Teacher SIT Coordinator	Moby Max online platform Individual student reports	Beginning of year math data spreadsheets by student Progress monitoring updated by classroom teacher and intervention teachers	Completed
ANet Assessment training	October 6 and October 19		ANet SAL ANet Representative	Computer ANet logins Resources to support troubleshooting during	Data analysis reflected in individual action plans	Completed

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				assessments and during creation of online quizzes		
Data Analysis and creation of action plans	November 6 and February 5		School leaders Classroom teachers DDI teacher leaders	ANet classroom specific classroom results Action plan template Curriculum materials	Data analysis reflected in individual action plans	On-going
Creation of intervention progress reports	Every seven weeks *Prior to 10/8, 11/19, 2/4, 3/24, 5/26		Intervention teachers	Intervention progress report template Reading behaviors Student data	Intervention progress reports shared at data meetings and sent to parents Intervention teachers attend conferences to discuss progress reports READ plan creation and monitoring	
Common reading progress monitoring	Every seven weeks *Prior to 10/8, 11/19, 2/4, 3/24, 5/26		Classroom teachers Intervention teachers School leaders	DRA/EDL progress monitoring passages Reading behaviors	Reading tracker updated by each teacher to name improved reading behavior and next reading behavior focus for classroom and intervention teacher to focus instructional strategies	
Data meetings with classroom and intervention teachers.	10/8, 11/19, 2/4, 3/24, 5/26		Classroom teachers Intervention teachers	Common reading trackers Reading behaviors	Student data shared between intervention and classroom teachers to discuss student growth, challenges and potential regrouping of	

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			School leaders		students.	
SIT team meetings	Bi-weekly		SIT team members		Progress monitoring determined and on-going meetings scheduled as needed	On-going

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

Major Improvement Strategy #2: __ Engage in consistent and differentiated feedback and observation loops to increase teacher effectiveness and student achievement relating specifically to weekly Close Reading and Guided Reading professional learning.

Root Cause(s) Addressed: __ There has been a lack of observations and feedback cycles tied directly to professional learning.

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				
Close Reading PL – Part 1	August 19, 2015		School leaders Instructional staff	Close Reading text	Teachers will experience charting student responses and facilitate discussion during close reading	Completed
Close Reading PL – Part 2	August 20, 2015		School leaders Instructional staff	Close reading note catcher Uncommon Schools Close Reading videos	Teachers will observe two different close reading videos and note questions and differentiation strategies. Close reading will be implemented in all classrooms 2-3 times per week.	Completed
Weekly professional learning – Close reading and guided reading components	Beginning Thursday, August 27 and occurring weekly		School leaders Instructional coach Classroom	Foundational Close Reading and Guided Reading documents Close Reading and/or Guided Reading texts	Teacher attendance with advanced preparation completed prior to PD Notes from each PD topic compiled and posted for reference	On-going

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			teachers			
Close Reading PL	October 14, 2015		School leaders Literacy support partner Instructional staff		Close reading lessons observed in each classroom Annotation symbols taught to students to aid in	Completed
Text dependent questions PL	October 19, 2015		School leaders Literacy support partner Classroom teachers	Standards tool-kit text dependent questions resources	Text dependent questions created for guided reading and close reading texts Observed used of text dependent questions during observations from school leaders	Completed
Observation and feedback cycles	On-going every two weeks		School leaders Instructional staff		Calendared meetings between school leaders and classroom teachers Identified are of observation and feedback based on instructional focus	On-going
Structured feedback to provide PL input through SLT	Once a month		School leaders Members of School Leadership		Action steps generated by SLT based on feedback gathered by instructional teams Communication sent out	On-going

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			Team		through weekly school business email following meeting	
Planning for professional learning session with instructional coach and school leaders	Weekly		School leaders Instructional coach		Detailed weekly agenda Revised agenda to reflect progression in learning	On-going

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

Major Improvement Strategy #3: __ School-wide systems, structures and professional learning will be created, monitored and adjusted in order to create a positive and professional staff, student and community culture.

Root Cause(s) Addressed: We have not created consistent strategies where students and adults are celebrated, valued and motivated individually and collectively.

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				
Staff Retreat at Boettcher Mansion	August 17, 2015		School leaders and all staff		Staff attendance to create opportunities for the entire Munroe staff to build relationships	Completed
Pastries for Parents	Various dates depending on grade-levels		Classroom teachers and 21 st century coordinator	Pastries	This time is used for building home school relationships and welcoming parents into the school as a partner in their child's success	In progress: ongoing
Buddy classroom pairing and planning	August 22, 2015		Mrs. Shortt and Ms. Schirm	Buddy classroom list for classroom teachers	Connections will be made for students and teachers across grade levels Teachers will plan intentional student pairings Teachers will plan intentional and meaningful activities for students to engage in	In progress: ongoing
Parent Teacher Home Visit	At least one completed by all		Munroe staff	Members of the Munroe community (all teachers and staff)	Connections between home and school will be made to increase student	In process: ongoing

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	teachers by September 30, 2015				achievement `Teachers and other staff will conduct on-going PTHV throughout the school year `PTHV will be tracked by grade-level display in the lobby	
Restorative Approaches	August 19, 2015		Tim Turley Instructional staff		Teachers observed using restorative approaches with students to repair situations Restorative approaches used during detention	Completed
School Culture review *STAR *HALL *Call and Response *Cold Call *Environments (Arrival, hallway, recess, cafeteria, dismissal and threshold)	August 21, 2015		Instructional staff School leaders Psychologist		School-wide structures observed in all learning environments and reinforced by all staff Students will exhibit taught behaviors	Completed
Character Strengths Kick-off – self control	August 21, 2015		Dean of Instruction and Culture Instructional staff		Visual representation created by every classroom Common text and questions used during morning meeting Self-Control will be school-wide focus during community meetings	Completed

Monthly staff birthday celebrations and staff snacks	Beginning August 26 and occurring the first Wednesday of each month		Instructional staff		Staff will be celebrated monthly	On-going
Mindfulness Training	Monthly		Psychologist Instructional staff		Psychologist will begin each staff meeting with mindfulness activity Psychologist will teach one mindfulness lesson to staff monthly Psychologist will model lessons in classrooms Students will be observed practicing mindful techniques	On-going
Student engagement whole staff professional development	Monthly		Dean of Instruction and Culture Instructional staff		School-wide student engagement strategies will be implemented by all Munroe staff to increase engagement and consistency Teachers will implement all strategies with students	On-going
Student engagement professional	1-2 times		Culture team		Culture team will plan prior	On-going

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learning communities	per month		teacher leaders Instructional staff		to each small-group Professional Learning Community `Teachers will participate in PLCs in vertical groups which are led by Culture team members `Teams will role play scenarios to allow teachers time to practice strategies as well as understand the implication of distracting students on other students `Teachers can use this PLC as a school-wide PDU	
School-wide character strengths implementation	1-2 times per week during morning meeting		Instructional staff ECE-5 students		Seven character strengths visible in school Students using language taught during morning meeting Teachers recognizing students for showing these seven strengths Common language for all students	On-going
Community meetings	2 times per month		Grade-levels Dean of Instruction and Culture		`Grade-levels will meet weekly for 15-minutes `Celebrations will occur to create grade-level community	On-going

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			Psychologist		<ul style="list-style-type: none"> `Students will be celebrated for perfect attendance, student of the month and various recognition `Teachers will use this time to address grade-level concerns as needed 	
Peer Conflict Managers	Daily during recess		4 th and 5 th grade conflict managers	Restorative training	Students will be observed assisting in conflict resolution during recess	On-going
Monthly perfect attendance awards	Monthly		Mrs. Shortt, Ms Schirm and members of attendance team	<ul style="list-style-type: none"> `Monthly attendance data `Perfect attendance awards, stickers and pencils `Perfect attendance ice cream 	<ul style="list-style-type: none"> `Student who have perfect attendance for an entire month will be celebrated at weekly community meetings. During community meetings students will receive perfect attendance awards and perfect attendance pencils. `During lunch on the last first Friday of each month, students will perfect attendance will receive ice-cream which will be presented by the principal and assistant principal 	In progress: ongoing
Student of the month award	Monthly		Mrs. Shortt, Ms. Schirm and classroom teachers	<ul style="list-style-type: none"> `Teacher student of the month nomination `Student of the month award 	<ul style="list-style-type: none"> `One student per classroom will be recognized publically at grade-level community meeting `Pictures of students will be posted monthly 	In progress: ongoing
Bi-weekly attendance classroom award	Bi-Weekly		Mrs. Shortt,	`Attendance data by	`One classroom per grade-	In progress: ongoing

and data tracking			Ms Schirm and members of attendance team	classroom	level will be publically celebrated during bi-weekly community meeting for having the highest attendance rate among other classrooms within same grade-level Attendance graph will be displayed by individual classrooms to highlight weekly attendance percentages	
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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.*