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: 6676 School Name: PALMER 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

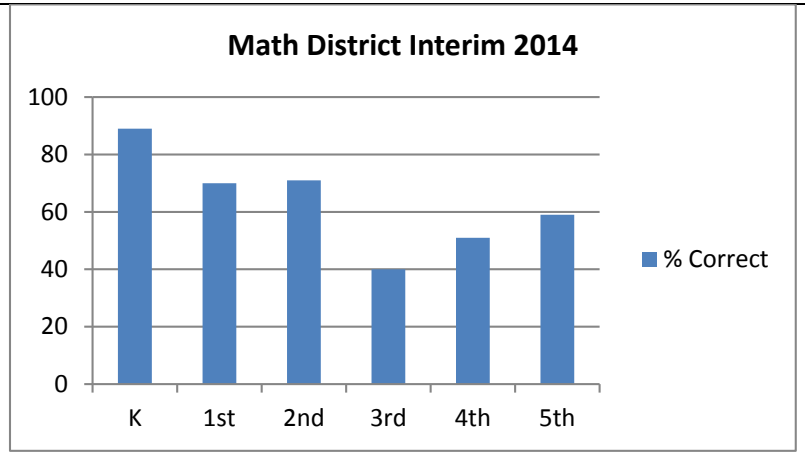
How are students performing? Where will school staff be focusing attention?

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.*

Palmer Elementary School is a small neighborhood school in the heart of Denver's Mayfair neighborhood. Palmer is more than a school; it is a caring, creative community that provides our students with the academic foundation and inspiration needed to realize success beyond the school day. Our school is a magnet for Multi Intensive Autism (grades ECE to first) and has an Advanced Kindergarten program. Our growing school serves 299 children from Early Childhood Education (ECE) through fifth grade. On a daily basis, we celebrate a true sense of racial and economic diversity with a student population that represents more than a dozen countries and includes students who are bilingual in Burmese, Spanish, Swahili, and Tamil. An overview of our diversity is provided below:

- 28 percent of our students are African-American
- 23 percent are Hispanic
- 40 percent are Caucasian
- 5 percent multiracial
- 4 percent are Asian/Pacific Islander.
- Approximately 42 percent of our students qualify for free and reduced lunch. Of the students who qualify for free and reduced lunch, 85.4 percent are non-white students.

The Palmer community is committed to ensuring an equitable and comprehensive education for our students. As a school, we have been actively examining our beliefs and practices to address our opportunity gaps for our minoritized and poor students. Currently, there is a considerable divide in the performance of our minoritized and poor students that mandates change. In the early primary grades, student enrollment is predominantly white, non-FRL while our upper grade student enrollment is minority-majority. The difference in performance between our grades represents an inequity that must be addressed.



To realize our educational vision of tailoring instruction to the student and to allow students to advance to new levels of learning that is competency-based rather that time and teacher-dependent, we will need to provide customized learning paths that are flexible, responsible and challenging. Our team recognizes that our transition to personalized learning represents a significant challenge to the status quo. Understanding that change is difficult, especially for those stakeholders most invested in and benefited by past practices is critical to our success. We also know that change must be institutionalized to be sustainable. For that reason, we designed and will be implementing a personalized learning model.

We have been intentional in frontloading our efforts, investing in technology and professional development that will build staff and student capacity while supporting teachers with real-time supports and instructional resources. At Palmer, our most strategic investment will be in human capital. Because we are already a fully staffed, traditional school with varying levels of expertise in our two major improvement strategies, we will need to develop our talent to be successful.

To successfully implement our personalized learning approach using blended learning to support competency-based education, it will be critical to support our teachers. Too often, teachers do not receive the feedback and real-time professional development needed to make key shifts in teaching. For that reason, our approach heavily emphasizes competency-based PD, coaching and mentoring, Professional Learning Networks, flexible scheduling, and operational rollout of expectations with clearly identified minor and major milestones. To build our organizational efficacy, our Palmer staff will be supported with mastery as well as vicarious learning that is personalized to meet their learning styles and needs as well. Our professional development plan is based on the following theory of action:

- If Palmer teachers are provided with the tools and resources necessary to personalize learning for their students and the real-time coaching to support them in their work, then teachers will effectively individualize and adapt instruction to each student and students will demonstrate accelerated academic growth.

Our two major improvement strategies will focus on refining our data-driven instruction systems and implementing a personalized learning model to provide engaging, rigorous and differentiated instruction for all of our students.

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.*

According to our May 2015 School Quality Review, classroom instruction is not consistently intentional, engaging, and challenging for all students. The SQR team presented data that identified a root cause for our performance challenge. The data suggested that all students are not consistently engaged in learning. During the SQR walkthroughs, all students were cognitively engaged in classroom activities in only 7% of classroom observations. Instruction did not require all students to use and develop higher-order thinking skills. Required tasks and student outputs during most classroom observations lacked the rigor and higher order thinking embedded in the Colorado Academic Standards (CAS)/Common Core State Standards (CCSS) shifts: these shifts in rigor were observed in 57% of math classes and 14% of literacy classes.

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.*

Major Improvement Strategy #1: We will plan and implement a personalized learning model that supports access to and/or extension of grade-level content by modifying content, lesson processes and/or products to meet the diverse academic and linguistic needs of individual students.

Root Cause(s) Addressed: We lack expertise in instructional planning and delivery that provides an appropriate level of rigor and engagement to meet the needs of all of our students.

Major Improvement Strategy #2: We will continue to refine our systems and processes to support data-driven instruction that is engaging and rigorous for all students in mathematics.

Root Cause(s) Addressed: We are in the early implementation stage of DDI data-driven instruction that is engaging and rigorous for all students in mathematics but have not yet provided the job-embedded support to teachers so that instructional planning is informed by that data.

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).	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) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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

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

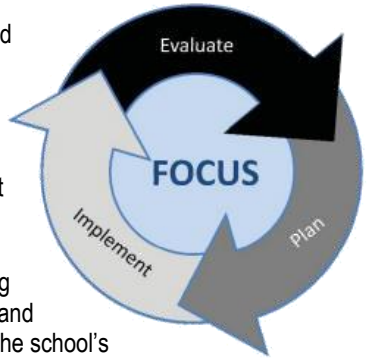
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- ☑ 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	Paula Bieneman, Principal
	Email	paula_bieneman@dpsk12.org
	Phone	720-424-5000
	Mailing Address	995 Grape Street Denver, CO 80220
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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.

Description of READ Act Results

(Include a brief description of READ Act (Students Reading At/ Above Grade Level and READ Act SBGL Growth)

The percentage of students reading at or above grade level in the spring decreased from 64% in 2014 to 59% in 2015. Grade 2 increased (49% to 65%) while grades K, 1, and 3 decreased. Grade 3 was the most significant decrease from 55% to 31% from 2014-2015. Of the 31 students who were significantly below grade level in the fall, 0% were reading at

or above grade level by the spring.

State and Federal Accountability Expectations

The percentage of 3rd-5th grade students meeting or exceeding expectations on the CMAS PARCC ELA was 23.2% while the percentage of students meeting or exceeding expectations on the CMAS PARCC Math was 12.2%. Of particular concern was the low percentage of 3rd grade students meeting or exceeding with 15.6% in ELA and 9.4% in math.

Progress Toward Last Year's Targets

While we did not meet our target on the district interims in mathematics, we are showing progress on our NWEA MAPS assessments in math. By moving from pilot to scale with our personalized learning model and implementing flexible performance groups schoolwide, we moving closer to our proficiency goals.

Trends Data

According to our NWEA MAPS, the percentage of students at or above grade level RIT in mathematics is increasing each year. Our short cycle assessments and pre/post tests for units of study indicate an increase in the number of students demonstrating proficiency in math. The percentage of students in grades K-2 scoring above the 80th percentile in mathematics on our winter 2016 assessment was 30%.

Priority Performance Challenges

After examining trend data in mathematics, our team realized that we had significant instructional deficits particularly at the 3rd-5th grade levels, both in reading and mathematics. For that reason, we have been intentional in frontloading our efforts, investing in data-driven decisionmaking, assessment, technology and professional development that will build staff and student capacity while supporting teachers with real-time supports and instructional resources. At Palmer, our most strategic investment will be in human capital. Because we are already a fully staffed, traditional school with varying levels of expertise in our two major improvement strategies, we will need to develop our talent to be successful.

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

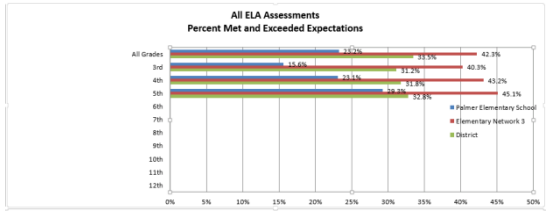
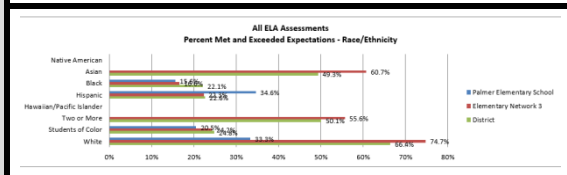
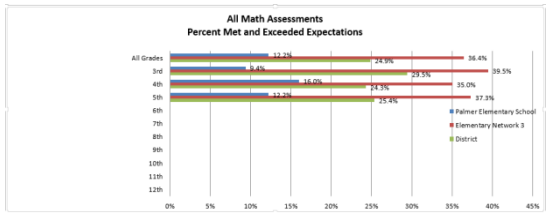
Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, ***the main intent is to record your school's reflections to help build your data narrative.***

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percentage of our students scoring proficient and advanced on the math spring district interim will be 63.	The percentage of our students scoring proficient and advanced on the math spring district interim was 50. We missed our target by 13 points.	To effectively address our performance target gaps, we will need to move away from a one-size-fits-all model of learning that has not been engaging and rigorous enough for our students. Our personalized learning model will use blended learning to support competency-based education. Given the significant shift in both pedagogy and instruction, it will be critical to comprehensively support our teachers. In the past, teachers have not received the feedback and real-time professional development needed to make key shifts in rigor and differentiation. For that reason, our proposed approach heavily emphasizes competency-based PD, coaching and mentoring, flexible scheduling, and operational rollout of expectations with clearly identified minor and major milestones. Our professional development plan is based on the following theory of action: ▪ If Palmer teachers are provided with the tools and resources necessary to personalize learning for their students and the real-time coaching to support
Academic Growth	The percentage of our students scoring proficient and advanced on the math spring district interim will be 63	The percentage of our students scoring proficient and advanced on the math spring district interim was 50. We missed our target by 13 points.	
Academic Growth Gaps	The percentage of our special education students scoring proficient and advanced on the math spring district interim will be 63.	The percentage of our special education students scoring proficient and advanced on the math spring district interim was 19. We missed our target by 44 points.	
Postsecondary & Workforce Readiness	N/A		

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.
			them in their work, then teachers will effectively individualize and adapt instruction to each student and students will demonstrate accelerated academic growth.

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		Priority Performance Challenges	Root Causes
Academic Achievement (Status)		The percentage of our students meeting or exceeding expectations on the CMAS: PARCC ELA was 23.2%.	We lack expertise in instructional planning and delivery that provides an appropriate level of rigor and engagement to meet the needs of all of our students. We are in the early implementation stage of DDI (data-driven instruction) that is engaging and rigorous for all students in mathematics but have not yet provided the job-embedded support to teachers so that instructional planning is informed by that data.
			
			

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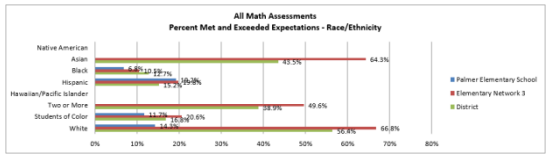
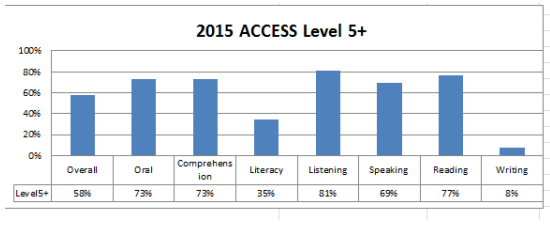
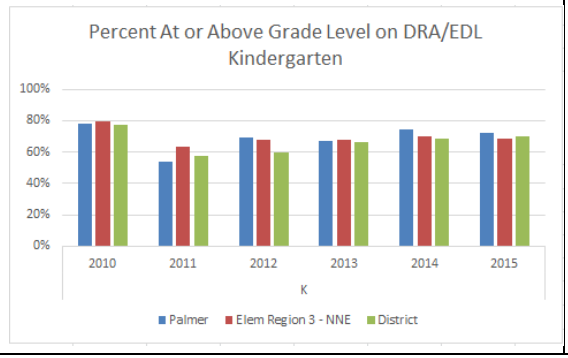
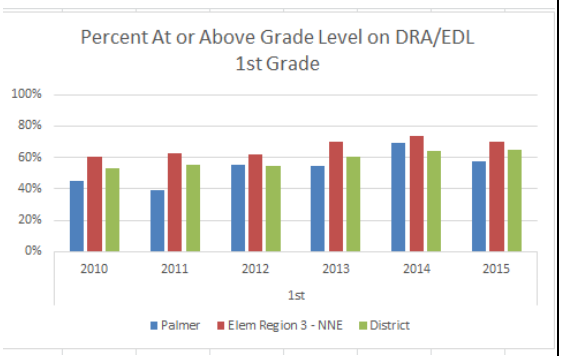
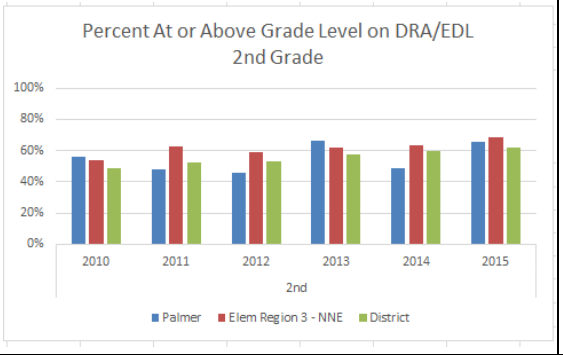
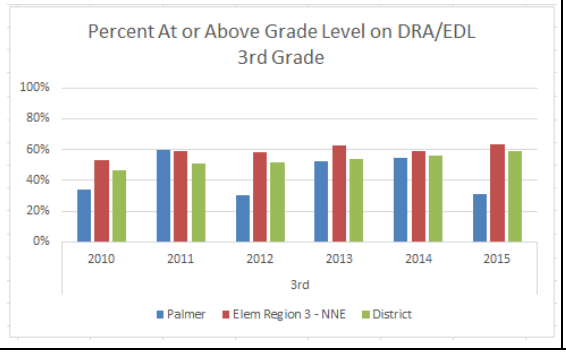
Performance Indicators		Priority Performance Challenges	Root Causes
	  		

Performance Indicators		Priority Performance Challenges	Root Causes
			
			
			

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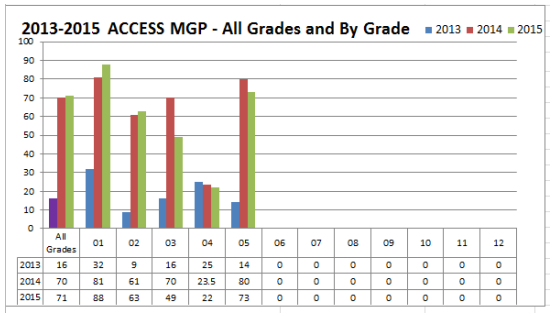
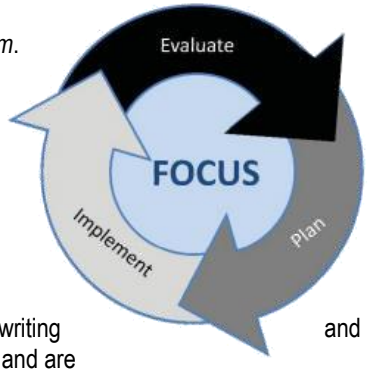
Performance Indicators		Priority Performance Challenges	Root Causes
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

	All Grades	01	02	03	04	05	06	07	08	09	10	11	12
2013	16	32	9	16	25	14	0	0	0	0	0	0	0
2014	70	81	61	70	23.5	80	0	0	0	0	0	0	0
2015	71	88	63	49	22	73	0	0	0	0	0	0	0

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 our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA was 23.2.	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA will be 28%.	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA will be 33%.	NWEA MAPS administered 3x per week as a benchmark. Teachers use this data daily/weekly to drive instructional planning. Study Island short-term assessments are used pre- and post- units of study. Teachers create and review custom assessments in math for each unit. Additionally, students take Study Island assessments regularly as formative assessment for teachers to review throughout the units.	We will plan and implement a personalized learning model that supports access to and/or extension of grade-level content by modifying content, lesson processes and/or products to meet the diverse academic and linguistic needs of individual students. We will continue to refine our systems and processes to support data-driven instruction that is engaging and rigorous for all students in mathematics.
		READ	The percentage of our students reading significantly below grade level in the fall moving to reading at grade level in the spring was 0.	The percentage of our students reading significantly below grade level in the fall moving to at or above grade level in the spring will be 5%.	The percentage of our students reading significantly below grade level in the fall moving to at or above grade level in the spring will be 10%.		
		M	The percentage of our students meeting or exceeding	The percentage of our students meeting or exceeding expectations	The percentage of our students meeting or exceeding expectations		

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			expectations on the 2015 CMAS: PARCC Math was 12.2.	on the 2015 CMAS: PARCC Math will be 23%.	on the 2015 CMAS: PARCC Math will be 28%.		
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP	The median growth percentile for our English Language Learners for ACCESS overall was 71.	The median growth percentile for our English Language Learners for ACCESS overall will be 65+.	The median growth percentile for our English Language Learners for ACCESS overall will be 65+.		
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: We will plan and implement a personalized learning model that supports access to and/or extension of grade-level content by modifying content, lesson processes and/or products to meet the diverse academic and linguistic needs of individual students.

Root Cause(s) Addressed: We lack expertise in instructional planning and delivery that provides an appropriate level of rigor and engagement to meet the needs of all of our students.

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				
Hire two .5 FTE Personalized Learning Coaches	October 2015	N/A	Principal	$66,000 Personalized Learning grant	100% of two Personalized Learning Coaches have been identified, vetted, and hired.	Completed
Personalized Learning coaches receive ongoing, job-embedded PD and support.	Ongoing weekly beginning November 2015	Ongoing weekly	Imaginarium Field Mgr. Leadership Team	Imaginarium support via field manager, cohort PD and school visits.	Personalized learning Coaches will demonstrate the competencies needed to support building staff through each PL milestone.	Not begun
Select and begin administering learning profiles for each student.		September 2016	Principal/Teachers	Imaginarium support via field manager, cohort PD and school visits.	100% of students have completed a high quality learner profile.	Not begun
Teachers receive training on how to	Ongoing beginning	Ongoing		Imaginarium support via field manager, cohort PD	100% of teachers will plan for and instruct for differentiated	In progress

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plan for differentiation.	October 2015	2016		and school visits.	content, process, and products as needed for students.	
Create/revise a master schedule to accommodate personalized learning.	October 2015	August 2016	Principal	NA	Master schedule will be available for review and will demonstrate alignment with personalized learning model.	In progress
Learner goal-setting is piloted to support future implementation of individual learning paths.	Ongoing beginning in September 2015	Ongoing	Teachers ILT PL Coaches	NA	Most learners have personalized growth goals; teachers and learners discuss learning goals periodically, the learner has some input on goal-setting.	In progress
Personalized learning lab spaces are designed and piloted.	October through December 2015	N/A	PL Coaches Teachers Students	NA	Lab space is designed and piloted to support PL model.	In progress
Develop and implement job-embedded PD in blended learning for all staff	Ongoing beginning in November 2015	Ongoing	PL Coaches Imaginarium Field Mgr ILT	NA	Pre and post assessments/surveys will be available for review.	Not yet begun
Teachers are trained on personalized learning planning; coaching cycles occur.	Ongoing beginning in January 2016	Ongoing August through June 2017	PL Coaches Imaginarium Field Mgr. ILT	NA	Pre and post assessments/surveys will be available for review.	Not yet begun
Begin student-centered short design projects.	January through June 2016.	Ongoing through June 2017	PL Coaches Imaginarium Field Mgr. ILT	NA	Artifact review will support evidence of design project cycle.	Not yet begun
Development and implementation of project-based learning in classrooms.	Ongoing beginning April 2016	Ongoing through June 2017	PL Coaches Imaginarium Field Mgr.	NA	Unit and lesson plans will provide evidence of project-based learning.	Not yet begun

			ILT			

* 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: We will continue to refine our systems and processes to support data-driven instruction that is engaging and rigorous for all students in mathematics.

Root Cause(s) Addressed: We are in the early implementation stage of DDI (data-driven instruction) that is engaging and rigorous for all students in mathematics but have not yet provided the job-embedded support to teachers so that instructional planning is informed by that data.

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				
Administer NWEA MAPS online, computer-adaptive assessment three times each year.	Fall, Winter, Spring	Fall, Winter, Spring	STR Team, Teachers, ILT	$7,000 annually (general funds)	Student assessment data will be available and analyzed regularly, creating a school wide progress monitoring system based on individual student growth targets.	In progress
Implement Study Island Standards-based Programming as a short-cycle assessment to drive flexible performance grouping in mathematics.	Ongoing	Ongoing	Teachers STR team ILT	$4,500 annually (general funds)	Student assessment data will be available and analyzed regularly, creating a school wide progress monitoring system.	In progress
Embed formative assessment into our day to day instruction using Every Day Mathematics RSAs, Scholastic Math Inventory (SMI) data, and Study Island personalized learning plans.	Ongoing	Ongoing	Teachers ILT	NA	Student achievement data is available in multiple formats for progress monitoring and instructional planning using a personalized learning approach.	In progress

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Develop data team protocols and provide job-embedded training for all teachers so they can participate in, and eventually lead, model data teams.	Ongoign	Ongoing	ILT	NA	Data teams will begin the best practices our model data teams are using in data team meetings with the leadership team and in their weekly grade level teams.	In progress
Weekly data team conversations (grade level and vertical) to progress monitor, analyze data, identify root causes, discuss best instructional practices, and determine next steps for students.	September 2015 through May 2016	.	ILT Teachers	NA	Each teacher and grade level team will have a data tracker where they progress monitor their students' math performance on Common Core State Standards.	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 #3: _____ **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				

* 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.*