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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: 7554   School Name: SABIN WORLD SCHOOL   Official 2014 SPF: 1 Year

Section I: Summary Information about the School

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

Executive Summary
How are students performing? Where will school staff be focusing attention?
Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*
The majority of students in K-3 reading below grade level and significantly below grade level are not reading at grade level by the end of the year.
Students are leaving Kindergarten and third grade not reading on grade level, creating larger gaps in 1st and 4th and 5th grade reading.
Students are not mastering grade level math standards causing them to fall farther behind each year.
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.*
Inconsistent guided reading instruction.
Lack of systematic phonics instruction/program in primary grades.
Inconsistency with literacy interventions including data analysis, teacher/para training for instruction, and how to utilize progress monitoring to adjust intervention and instruction
There is a lack of a deep understanding of how children learn mathematics, lack of implementation of a standards based curriculum, best practices for instruction on problem solving, and DDI. There is a lack of teacher development in mathematics and professional growth opportunities.
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.*
Year long Student Learning Objectives (SLOs) and Data Driven Instruction (DDI) meetings focused on priority standards for literacy. Professional learning focus on mathematics and Data Driven Instruction (DDI).

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

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

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline		
	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

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

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

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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	Kirsten Frassanito, Principal
	Email	Kirsten_frassanito@dpsk12.org
	Phone	720-424-4520
	Mailing Address	3050 S. Vrain St, Denver, CO 80236
2	Name and Title	Laura Vasta, Assistant Principal
	Email	Laura_vasta@dpsk12.org
	Phone	720-424-4520
	Mailing Address	3050 S. Vrain St, Denver, CO 80236

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
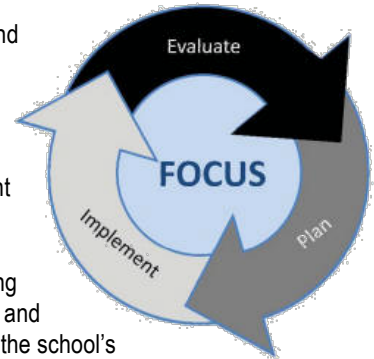
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

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

| **Description of School Setting and Process for Data Analysis:** Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee). | **Review Current Performance:** Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges. | **Trend Analysis:** Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable. | **Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges. | **Root Cause Analysis:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged. |

Narrative:

Sabin World Elementary School is located in Southwest Denver. In the 2004-05 school year, Sabin went through a revitalization process and elected to become and International Baccalaureate Primary Years Programme (IB PYP) school. Sabin World began implementing the IB PYP in 2006-2007 as a way to restructure and move Sabin from a lower performing school to a higher preforming one. The PYP is a comprehensive approach to teaching and learning, with an international curriculum model that allows teachers to design learning opportunities for students. The PYP not only enables students to meet district and state standards, but also helps students place that learning in a context that develops their understanding of the greater world around them. In the fall of 2007,

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the number of English Language Learners (ELLs) for whom Spanish is the first language increased to over 60 students. This qualified Sabin to be classified as a Transitional Native Language Instruction (TNLI) school in Denver Public Schools (DPS). Last year Sabin also became a blended learning school and with the assistance from the Janus Foundation Grant we now have a one to one ratio of technology device to student in grades 1-5. Teachers are also exploring how they can build personalized learning plans for all of our students. Sabin's current enrollment is approximately 710 students from Early Childhood Education to 5th Grade. Sabin World School is also home to three Special Education center placement multi-intensive programs.

Overall Enrollment	
2009	564
2010	667
2011	702
2012	713
2013	699
2014	721
2015	712

Minority Combined: 80%
ELLs: 25%
SPED: 11.9%
Free and Reduced Lunch: 73.2%

Title 1 Funding

The funding received by Sabin World from Title 1 is used to pay for 2.5 classroom teachers, general education paraprofessionals that support literacy instruction. In addition, the required Parental Engagement percentage of the funding supports the Parent Handbook, Thursday Folders and family nights facilitated by Community Resources.

Parent and student satisfaction with Sabin has improved slightly over the last two years. The 2014 School Satisfaction Survey had an 86% positive response rate, and the response rate increased from 43.49% to 78%. Parents expressed a desire for more family activities after school. We have brought Community Resources on as a partner with Sabin to increase events for families.

Most Recent SPF Performance

DPS SPF – Overall, Sabin was rated as "Meets Expectations" for the fifth year in a row. In growth Sabin received a rating of "Meets" on the DPS SPF and in status Sabin received a rating of "Exceeds" on the DPS SPF.

After several years of inconsistent growth and status results with a generally declining trend, Sabin's School Leadership Team had to recalibrate on expectations for instructional best practices including the reintroduction of a data analysis cycle. The majority of our professional development was on writing instruction this led to an increase in student growth.

Priority Performance Challenges and Root Causes

English Language Arts (ELA)

READ Act

- The majority of students in K-3 reading below grade level and significantly below grade level are not reading at grade level by the end of the year.
- Students are leaving Kindergarten and third grade not reading on grade level, creating larger gaps in 1st and 4th and 5th grade reading.

Root Cause(s)

- Inconsistent guided reading instruction.
- Lack of systematic phonics instruction/program in primary grades.
- Inconsistency with literacy interventions including data analysis, teacher/para training for instruction, and how to utilize progress monitoring to adjust intervention and instruction

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- Lack of consistent DDI protocol in analyzing student work and identification of teacher/student next steps based on analysis of work.

Math

- Students are not mastering grade level math standards causing them to fall farther behind each year.

Root Cause(s)

- There is a lack of a deep understanding of how children learn mathematics, lack of implementation of a standards based curriculum, best practices for instruction on problem solving, and DDI.
- There is a lack of teacher development in mathematics and professional growth opportunities.

Verification of Root Cause

The UIP Development Team, including representatives from the School Leadership Team, reviewed the data and confirmed with other grade level team members the root causes. There was consensus that the Action Steps we took in 2013-14 and continued 2014-15 put us on the right track for literacy and we need to continue on that path implementing our next steps and adding math as an area of focus for our UIP.

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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)	70% of students at each grade level will be at/ above grade level in the spring as measured by the overall text level on the DRA2/ EDL2.

The percent of student in grade levels 1-3 that are reading significantly below grade level in the fall will decrease to 20% in the spring as measured by overall text level on the DRA2/ EDL2. | Not Met: 66% of students were reading at/above grade level in the spring of 2015 as measured by the overall text level on the DRA2/EDL2.

The percentage of students in grades 1-3 reading significantly below grade level in the Fall of 2014 decreased by 11% in the Spring of 2015. | Inconsistent guided reading instruction.
Lack of systematic phonics instruction/program in primary grades.
Inconsistency with literacy interventions including data analysis, teacher/para training for instruction, and how to utilize progress monitoring to adjust intervention and instruction
Lack of consistent DDI protocol in analyzing student work and identification of teacher/student next steps based on analysis of work.

There is a lack of a deep understanding of how children learn mathematics, lack of implementation of a standards based curriculum, best practices for instruction on problem solving, and DDI.
There is a lack of teacher development in mathematics and professional growth opportunities. |
| | Increase P/A from 36% as measured by the beginning of the year DPS Literacy Interim assessment to 54% as measured by the end of year DPS Literacy Interim assessment. | Met: Increased P/A from 36% to 65%
Increased from P/A from 36% as measured by the beginning of the year DPS Interim assessment to 65% on the end of year DPS Interim assessment. | |
| | Increase P/A from 50% as measured by the beginning of the year DPS Math Interim assessment to 60% on the end of year DPS Math Interim assessment. | Not Met: Decreased P/A from 50% to 49%
The percentage of students scoring P/A decreased from 50% as measured by the beginning of the year DPS Math Interim assessment to 49% as measured by the end of year DPS Math Interim assessment. | |
| | | PARCC ELA 3rd-5th grade- 36.4% met or exceeded expectations | |

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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.
		PARCC Math 3-5th grade- 20.5 % met or exceeded expectations	
Academic Growth	Reading, Writing and Math MGP Goals were set for TCAP/CMAS	Assessment Growth Data Unavailable	
	ACCESS Maintain MGP of at least 60 (currently 80)	Not Met: 2015 ACCESS MGP 58 (-2)	
Academic Growth Gaps	Reading, Writing and Math MGP Goals were set for subgroups – TCAP/CMAS	Assessment Growth Data Unavailable	
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)	**LITERACY** **READ Act - Percent At or Above Grade Level by Grade** Percent At or Above Grade Level K 1 2 3	The majority of students in K-3 reading below grade level and significantly below grade level are not reading at grade level by the end of the year. Students are leaving Kindergarten and third grade not reading on grade level, creating larger gaps in 1st and 4th and 5th grade reading. 3rd-5th grade performed at 36.4% Met or Exceeded Expectations on CMAS ELA.	Inconsistent guided reading instruction. Lack of systematic phonics instruction/program in primary grades. Inconsistency with literacy interventions including data analysis, teacher/para training for instruction, and how to utilize progress monitoring to adjust intervention and instruction Lack of consistent DDI protocol in analyzing student work and identification of teacher/student next steps based on analysis of work.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

2010	87%	55%	70%	57%
2011	63%	58%	54%	55%
2012	38%	57%	54%	56%
2013	62%	46%	64%	58%
2014	72%	63%	55%	63%
2015	62%	72%	70%	58%

2015 CMAS: PARCC ELA

CMAS ELA Rank (within grade range)	2014 TCAP Reading and Writing Rank	Change in Percentile from 2014 TCAP to 2015 CMAS
68th percentile	66th percentile	2

3rd-5th grade students at Sabin performed the same as or better than 68% of their peers across the state (68th percentile) which is an increase of 2 percentile points from the previous year's TCAP percentile rank.

CMAS-PARCC ELA Grades 3-5

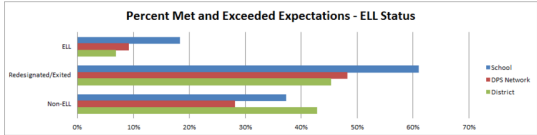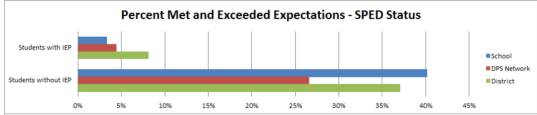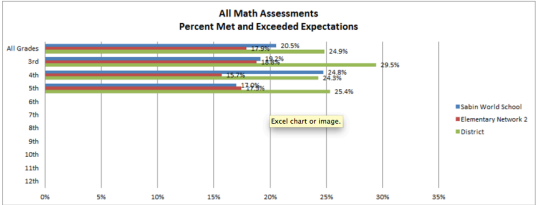Percent Met and Exceeded Expectations - Grade Level

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	3rd-5th grades combined outperformed the district overall. 3rd grade performed below the district with only 26.1% of students meeting or exceeding expectations. **CMAS-PARCC ELA Grades 3-5 ELLs** Sabin ELLs outperformed other ELLs in the district by 11.4% and the network by 9.1%. **CMAS-PARCC ELA Grades 3-5 IEPs** Sabin students with IEPs performed lower than Network IEP students and district IEP students with only 3.3% meeting expectations.		
	MATH **CMAS-PARCC Math Grades 3-5** 3rd-5th grade students performed at 20.5%	20.5% of 3rd-5th grade students Met or Exceeded Expectations on the CMAS-PARCC Math assessment.	There is a lack of a deep understanding of how children learn mathematics, lack of implementation of a standards based curriculum, best practices for instruction on problem solving, and DDI. There is a lack of teacher development in mathematics and professional growth opportunities.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)			Priority Performance Challenges	Root Causes
	proficiency overall. **CMAS-PARCC Math Grades 3-5**				

CMAS Math Rank (within grade range)	**2014 TCAP Math Rank (within grade range)**	**Change in Percentile from 2014 TCAP to 2015 CMAS (within Math and grade range, and population >15 in both years)**
56th percentile	60th percentile	**-4**

3rd-5th grade students at Sabin performed the same as or better than 56% of their peers across the state (56th percentile) which is a slight decrease of the 60th percentile rank on the 2014 TCAP.

Performance Indicators	Description of Notable Trends	Priority Performance Challenges	Root Causes
Academic Growth			
Academic Growth Gaps			

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

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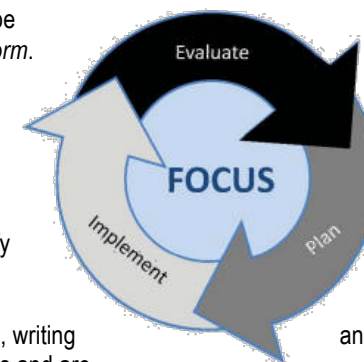Department of Education

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	3rd-5th grade performed at 36.4% Met or Exceeded Expectations on CMAS ELA.	55% of 3rd-5th grade students will meet expectations on ELA assessments.	75% of 3rd-5th grade students will meet expectations on ELA assessments.	ANET Interim Assessments	Year long Student Learning Objectives (SLOs) and Data Driven Instruction (DDI) meetings focused on priority standards for literacy.
		READ	The majority of students in K-3 reading below grade level and significantly below grade level are not reading at grade level by the end of the year. Students are leaving Kindergarten and third grade not reading on grade level, creating larger gaps in 1st and 4th and 5th grade reading.	80% of students reading at or above grade level K-3	80% of students reading at or above grade level K-5	DRA/EDL Monthly progress monitoring. Istation Progress Monitoring	Year long Student Learning Objectives (SLOs) and Data Driven Instruction (DDI) meetings focused on priority standards for literacy.
		M	20.5% of 3rd-5th grade students Met or Exceeded Expectations on the CMAS-PARCC Math assessment.	40% of 3rd-5th grade students will meet expectations on Math assessments.	60% of 3rd-5th grade students will meet expectations on Math assessments.	ANET Interim Assessments	Professional learning focus on mathematics and Data Driven Instruction (DDI).
		S					

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

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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: Year long Student Learning Objectives (SLOs) and Data Driven Instruction (DDI) meetings focused on priority standards for literacy.   **Root Cause(s) Addressed:** There is inconsistent guided reading instruction and a lack of systematic phonics instruction in primary grades. There is inconsistency with literacy interventions including data analysis, teacher/para training for instruction, and how to utilize progress monitoring to adjust intervention and instruction. There is a lack of consistent DDI protocol in analyzing student work and identification of teacher/student next steps based on analysis of work.

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 2015-16	Timeline 2016-17	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Grade level teams write year long literacy objectives based on Priority Standards as part of the SLO process to provide a vertical trajectory. Weekly DDI meetings to monitor student progress and determine instructional next steps.	Weekly Data Teams		Grade Level Teacher Teams Principal and AP	Rubrics based on CCSS writing standards. Student Work ANET assessment items (2-5) EL Tasks (4-5)	Developing SLOs and analyzing baseline data to determine student preparedness groups Selecting, designing, and using high-quality assessments (ANET) Review of assessment work and setting targets Teachers analyze student exemplars and discuss pieces of writing compared to our students writing to inform instructional next steps	

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K-3rd Grade Literacy Focus	Weekly Student Observations in K, 1, 3. Weekly DDI Meetings		Grade Level Teacher Teams Principal and AP	Data Tracker with DRA2/EDL2 and Istation Data - Aimline	Data Tracker with Aimline	
Data driven Literacy Differentiation Block for all grade levels Teachers differentiate instruction based on students needs.	Daily with Students 6 week DDI meetings		Classroom Teachers Intervention Teachers Paraprofessionals SPED Teachers ESL Resource Teacher	Leveled Literacy Intervention Wilson Reading Read Well Words Their Way Guided Reading Materials Avenues DIBELS Benchmark and Progress Monitoring Tools DRA2/EDL2 including Progress Monitoring Tools Istation RtI Core Phonics Survey in Spanish ACCESS Data	August-October: 6 week boot-camp 1st -5th grades 10/14 - Student literacy data is used to monitor progress and regroup during Literacy Differentiation Block for 1st-5th grades. Kindergarten students will begin to receive intervention from literacy intervention team based on data. DIBELS, DRA2/EDL2, Istation, ACCESS, Classroom Assessments 12/16 – Student literacy data is used to monitor progress and regroup during Literacy Differentiation Block for K-5th grades. . DIBELS, DRA2/EDL2, Istation, Classroom Assessments	
Guided Reading Plus focus for Kindergarten and 1st grade	Daily instruction with students		AP Kindergarten Teacher	Guided Reading Plus Class (Tuition for 2 participants- local funds) Guided Reading Library -	AP and Teachers attend weekly GRP training. Classroom Observation	

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	Weekly Training for trainers Monthly training for K & 1st grade teams		1st Grade Teacher	Okapi	Professional Learning	
Benchmark Phonics Program	Daily		K-3rd Grade Teachers Intervention Teachers	Benchmark Phonics (local funds)	K-1st grade teachers implement Benchmark Phonics Program	

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

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Major Improvement Strategy #2: Professional learning focus on mathematics and Data Driven Instruction (DDI).   **Root Cause(s) Addressed:** There is a lack of a deep understanding of how children learn mathematics, lack of implementation of a standards based curriculum, best practices for instruction on problem solving, and DDI. There is a lack of teacher development in mathematics and professional growth opportunities.

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**				
Implementation of Engage NY Math curriculum ECE-5th Grade	Daily		Classroom Teachers	Engage NY Curriculum Manipulatives (local funds)	Modules/unit instruction according to map	
Extended planning opportunities for grade level teams	Bimonthly		Grade Level Teams	Guest Teachers- local funds	Teacher teams will meet to plan for modules/units utilizing Engage NY	
Data Driven Instruction (DDI) cycles for math	Weekly		Grade Level Teams Principal & AP	Engage NY Problems ANET Item Bank (2nd-5th)	Classroom trackers for math	
Professional Development for all classroom teachers and Mild/Moderate Special Educators – Math Focus PDU	Monthly		Math Professional Learning Team	Children's Mathematics, Second Edition: Cognitively Guided Instruction Oct 27, 2014 by Thomas P Carpenter and Elizabeth Fennema	Math Professional Learning EOY goals: 1. Problem type understanding that learners will solve or approach a problem in different predictable ways 2. Differentiation – understanding the progression from concrete to abstract that students make	

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| | | | | | for each problem type
 a. Direct modeling
 b. Counting
 c. Derived facts
 d. Invented algorithms
3. Differentiation – Teachers can ask clarifying questions to identify a student's current stage in understanding problem solving within a problem type. Teachers can ask supporting questions to solidify learner's understanding in their current stage. | |
| | | | | | | |

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

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Major Improvement Strategy #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.*

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Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program (Optional)

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	
Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?	Section III: Data Narrative and Section IV: Action Plan	

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	
Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?	Section III: Data Narrative and Section IV: Action Plan	
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	Section IV: Action Plan	
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan, Resource Column	