

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **7698** School Name: **SCHMITT 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.*

Overall, students at Schmitt have not been growing in Literacy for several years and gaps are getting larger across all grade levels. There are a significant number of students overall below grade level and on READ Acts, across all grade levels at Schmitt Elementary: K: 48%, 1: 64%, 2: 58%, 3: 67%, 4: 16% SBGL (BG not provided), 5: 15% SBGL (BG not provided). There are a significant number of Non-ELL K-3 students below grade level and on READ Acts, across all grade levels at Schmitt Elementary: K: 43%, 1: 58%, 2: 68%, 3: 68%. There are a significant number of K-3 ELA-S students below grade level and on READ Acts, across all grade levels at Schmitt Elementary: K: 65%, 1: 82%, 2: 38%, 3: 60%. In addition, the Mathematics data on the most recent CMAS/PARCC assessment show that 36.2% of all 3rd-5th Graders did not yet meet expectations, 37.2% partially met expectations, 19.1% approached expectations, and 7.4% met expectations. This rate of achievement is 15% lower than the District average (22.9%) and indicates a high need for focus and support. The ACCESS data also shows the school with declining trends: on-track rates were 75% in 2014 and dropped to 61% in 2015. On the same assessment comparison, MGP trends are also declining from 52% in 2014 to 40% in 2015.

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.*

1. There has been a lack of training and supervision around core Literacy, Math, and English Language instruction, best practices, expertise, and frequency, resulting in a lack of instructional strategies and resources that support struggling readers.
2. There has been a lack of consistent curriculum training and implementation in core Literacy, Math, and English Language instruction.
3. There has been a lack of regular, frequent (monthly) progress monitoring of student growth and analysis of assessments to target next steps (data driven instruction.)

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.*

Strategic use of Data Driven Instruction to monitor and plan for next instructional steps.
 Frequent Observation and Feedback Cycles focused on core content instruction.
 On-going training for core content curriculum and increasing alignment to grade-level Common Core standards and rigorous benchmark assessment frameworks.

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	An optional submission for review is available on October 15, 2015 for early feedback from CDE. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .
	January 15, 2016	The school UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .
	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 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).	Turnaround Plan - Entering Year 1 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Turnaround Plan. The plan must be submitted by January 15, 2016 along with the required Turnaround Plan addendum for review. The updated plan must also be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
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.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.

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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.	Awarded a Diagnostic Review and Planning Grant	Schools receiving a Diagnostic Review and Planning grant should include a summary of the review and how the results of the review and planning activities have impacted the UIP in the data narrative and the action plan. The expectations are detailed further
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

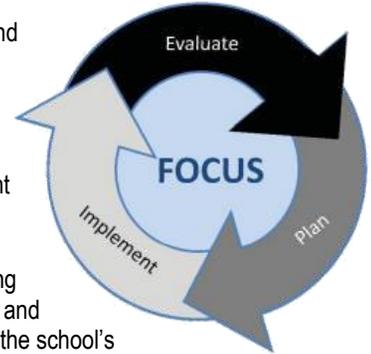
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input checked="" type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Cindy Miller, Interim Principal
	Email	Cindy_miller@dpsk12.org
	Phone	720-424-4232
	Mailing Address	1820 S. Vallejo
2	Name and Title	Jesse Tang, Year Zero Principal
	Email	Jesse_tang@dpsk12.org
	Phone	720-424-4232
	Mailing Address	1820 S. Vallejo

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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 the UIP and participants (e.g., School Accountability Committee).</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 school’s targets. Identify the overall magnitude of the school’s performance challenges.</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 comparison (e.g., state expectations, state average) to indicate why the trend is notable.</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 challenges have been selected and address the magnitude of the school’s overall performance challenges.</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 the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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Narrative:
Schmitt Elementary is a ECE-5th Grade school that serve the Ruby Hill neighborhood in Southwest Denver. Founded in the 1950’s, the school has served generations of Denver families. Some of the demographic data for the school are: 78% Latino students, 8% African American students, 8% White students, and 6% students of other racial and cultural backgrounds (including Asian and multi-racial). 7.9% of the student population receives Special Education services, 49.8% are designated English Learners, and 94.3% qualify for Free/Reduced Lunch. Given the demographics of the school, and with the Title 1 designation, some of the sub-population disaggregation is tricky, as the vast majority of our student population are both Free/Reduced Lunch and students of color.

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The school provides instruction in both English and Spanish and special education and ESL services in a resource model. The school has several after-school and extracurricular programs, such as SOAR, America SCORES, Girls on the Run, choir, and other sports programming. Partnerships include Denver Parks and Recreation, Denver Mental Health Center, the Wellshire Church, the Sprouts Backpack program.

The most recent School Quality Review was conducted by SchoolWorks in December 2014. Key findings at that time were:

- Instruction:
 - Peer learning and collaboration is not consistently evident in classrooms.
 - Clear learning goals are not consistently provided to guide student learning.
 - Not all students are required to develop higher-order thinking skills.
 - Informative, on-going assessments and feedback are inconsistently used within lessons.
- Students' Opportunity to Learn:
 - The school does not yet effectively identify and support struggling students and at-risk students.
 - The school's culture does not reflect high levels of both academic expectation and support.
- Educators' Opportunities to Learn:
 - The school does not design professional development and collaborative supports to sustain a focus on instructional improvement.
 - The school's culture does not indicate high levels of collective responsibility, trust and efficacy.
- Leadership/Community:
 - School leaders do not guide and participate with instructional staff in the central processes of improving teaching and learning.
 - Communities, parents and families are not engaged in their student(s)' progress and school improvement.

On October 26th, 2015 the School Leadership Team along with the Instructional Superintendent, participated in facilitated UIP planning process with support from their network Instructional Support Partner. During the planning process, the team partook in a round table discussion where they analyzed both aggregate and disaggregate Literacy and READ Act data to identify a priority performance challenge, that the school will continue to focus efforts around eliminating. After identifying a high leverage performance challenge, the team determined root causes of the challenge, and created high leverage improvement strategies and action steps that the school will focus on throughout the year to increase student achievement.

The team reviewed longitudinal DRA, EDL and READ Act data, and identified the following trends: There are a significant number of students overall below grade level and on READ Acts, across all grade levels at Schmitt Elementary: K: 48%, 1: 64%, 2: 58%, 3: 67%, 4: 16% SBGL (BG not provided), 5: 15% SBGL (BG not provided). There are a significant number of Non-ELL K-3 students below grade level and on READ Acts, across all grade levels at Schmitt Elementary: K: 43%, 1: 58%, 2: 68%, 3: 68%. There are a significant number of K-3 ELA-S students below grade level and on READ Acts, across all grade levels at Schmitt Elementary: K: 65%, 1: 82%, 2: 38%, 3: 60%. At Schmitt Elementary, between the years of 2008-2015, the percentage of Non-ELL students reading SBGL has decreased slightly from 34% to 29%, and the percentage of students BG has increased slightly from 22% to 29%, while the percentage of students reading at GL has increased from 15% to 32%, and students reading AG has decreased from 29% to 10%. 2008-2015, the percentage of ELL students reading SBGL has decreased from 35% to 13%, and the percentage of students BG has increased from 32% to 46%, while the percentage of students reading at GL has increased from 24% to 38%, and students reading AG has decreased from 12% to 3%.

The team identified the Priority Performance Challenge at the school as "Overall, students at Schmitt have not been growing in Literacy for several years and gaps are getting larger across all grade levels." Based on the Development Reading Assessment (DRA – English version of leveled reading assessment) and the Evaluacion del Desarrollo de la Lectura (EDL – Spanish version of leveled reading assessment), there are a significant number of students overall below grade level and on READ Acts, across all grade levels at Schmitt

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Elementary: K: 48%, 1: 64%, 2: 58%, 3: 67%, 4: 16% SBGL (BG not provided), 5: 15% SBGL (BG not provided). There are a significant number of Non-ELL K-3 students below grade level and on READ Acts, across all grade levels at Schmitt Elementary: K: 43%, 1: 58%, 2: 68%, 3: 68%. There are a significant number of K-3 ELA-S students below grade level and on READ Acts, across all grade levels at Schmitt Elementary: K: 65%, 1: 82%, 2: 38%, 3: 60%.”

The team determined the root cause of “Overall, students at Schmitt have not been growing in Literacy for several years and gaps are getting larger across all grade levels” as 1. There has been a lack of training around Literacy instruction, best practices, expertise, and frequency, resulting in a lack of instructional strategies and resources that support struggling readers. 2. There has been a lack of consistent visionary leadership where staff can trust and unite around culture. 3. There has been a lack of regular, frequent (monthly) progress monitoring of student growth and analysis of assessments to target next steps (data driven instruction.)

Families and parents have students have been engaged with this year in various ways and with multiple approaches. Parents and family members have served on formal leadership and school improvement committees, such as the Collaborative School Committee and the Community Design Team. The Community Design team was comprised, in part, by six family members, who met weekly in Fall 2015 to create comprehensive school redesign and school improvement plan. In addition, parents are invited to a monthly Principal’s Coffee in which key topics around school improvement, including sharing out of annual student achievement data and on-going efforts by school staff towards school improvement, are shared. Regular and on-going communication also takes place with families during Parent Teacher Home Visits and Report Card Pick-up conferences. On average, Schmitt Elementary offers family events, such as Fine Arts Nights, Movie Nights, and other content-focused events, such as Literacy or Science Night, about once every six weeks.

In light of the strengths that Schmitt possesses and the dramatic areas for growth that are needed to realize student success, a comprehensive, systematic, and school-wide focus on improving instruction, with strong supports and accountability mechanisms for aligning and elevating instructional practice.

The following Major improvement strategies were identified as high leverage systems and structures that the school leadership team will focus on:

Strategic use of Data Driven Instruction to monitor and plan for next instructional steps.

Frequent Observation and Feedback Cycles focused in core content instruction.

On-going training for core content curriculum and increasing alignment to grade-level Common Core standards and rigorous benchmark assessment frameworks.

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 Kindergarteners will read at or above grade level on the Spring EOY DRA/EDL assessment.	Kindergarten: 51% of students reading at or above grade level. Not met. -29% below target.	1. There has been a lack of training around Literacy instruction, best practices, expertise, and frequency, resulting in a lack of instructional strategies and resources that support struggling readers. 2. There has been a lack of consistent curriculum training and implementation in core Literacy, Math, and English Language instruction. 3. There has been a lack of regular, frequent (monthly) progress monitoring of student growth and analysis of assessments to target next steps (data driven instruction.)
	80% of 3rd graders will read at or above grade level on the Spring EOY DRA/EDL assessment.	3 rd Grade: 33% of students reading at or above grade level. Not met. -47% below target.	
Academic Growth	MGP of 60 Across all content areas	<p>Schmitt school transitioned this past year from the TCAP assessment (for which this goal was partially targeted). As this was our first year of CMAS testing, we have no academic growth data. The 2014-2015 school year data will serve as a first data point to which subsequent years of growth can be determined. As such, we have no report on Academic Growth measures based on the TCAP/CMAS assessment at the current time.</p> <p>Student academic growth on the ACCESS test did not meet the target of 50. The MGP across all assessed grade levels was 40 in Spring 2015.</p>	

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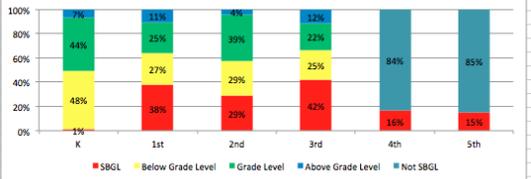
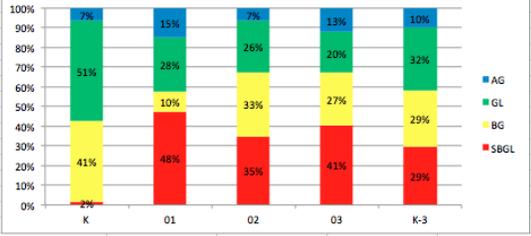
Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth Gaps	No significant academic growth gaps between disaggregated groups.	Disaggregated data of this type was not available at the time of publishing this report.	
Postsecondary & Workforce Readiness	As an Elementary school serving ECE-5 th Grade, no targets were set in this area.	There is no report at this time around performance around this target, as no targets were set for 2014-2015.	

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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;">% at each Proficiency Level by Grade</p>  <table border="1" data-bbox="485 886 1016 919"> <thead> <tr> <th>K</th> <th>1st</th> <th>2nd</th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>N=87</td> <td>N=56</td> <td>N=70</td> <td>N=69</td> <td>N=55</td> <td>N=65</td> </tr> </tbody> </table> <p>There are a significant number of students overall below grade level and on READ Acts, across all grade levels at Schmitt Elementary: K: 48%, 1: 64%, 2: 58%, 3: 67%, 4: 16% SBGL (BG not provided), 5: 15% SBGL (BG not provided).</p> <p style="text-align: center;">2015 Spring English</p>  <table border="1" data-bbox="485 1406 1016 1438"> <thead> <tr> <th>K</th> <th>1st</th> <th>2nd</th> <th>3rd</th> <th>K-3</th> </tr> </thead> <tbody> <tr> <td>N=61</td> <td>N=40</td> <td>N=46</td> <td>N=64</td> <td>N=211</td> </tr> </tbody> </table>	K	1st	2nd	3rd	4th	5th	N=87	N=56	N=70	N=69	N=55	N=65	K	1st	2nd	3rd	K-3	N=61	N=40	N=46	N=64	N=211	<p>Overall, students at Schmitt have not been growing in Literacy for several years and gaps are getting larger across all grade levels. There are a significant number of students overall below grade level and on READ Acts, across all grade levels at Schmitt Elementary: K: 48%, 1: 64%, 2: 58%, 3: 67%, 4: 16% SBGL (BG not provided), 5: 15% SBGL (BG not provided). There are a significant number of Non-ELL K-3 students below grade level and on READ Acts, across all grade levels at</p>	<ol style="list-style-type: none"> 1. There has been a lack of training around Literacy instruction, best practices, expertise, and frequency, resulting in a lack of instructional strategies and resources that support struggling readers. 2. There has been a lack of consistent curriculum training and implementation in core Literacy, Math, and English Language instruction. 3. There has been a lack of regular, frequent (monthly) progress monitoring of student growth and analysis of assessments to target next steps (data driven instruction.)
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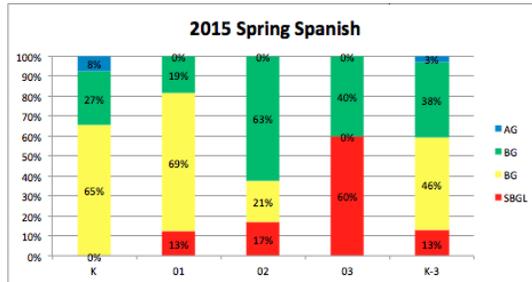
Performance Indicators

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

Priority Performance Challenges

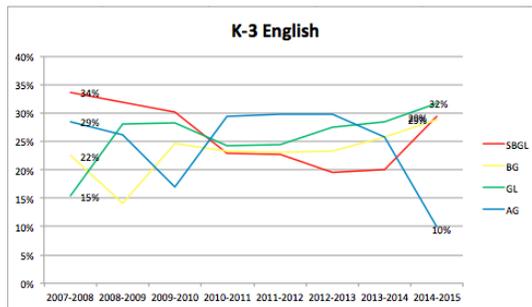
Root Causes

There are a significant number of Non-ELL K-3 students below grade level and on READ Acts, across all grade levels at Schmitt Elementary: K: 43%, 1: 58%, 2: 68%, 3: 68%.



K	1st	2nd	3rd	K-3
N=26	N=16	N=24	N=5	N=71

There are a significant number of K-3 ELA-S students below grade level and on READ Acts, across all grade levels at Schmitt Elementary: K: 65%, 1: 82%, 2: 38%, 3: 60%.



At Schmitt Elementary, between the years of

Schmitt Elementary: K: 43%, 1: 58%, 2: 68%, 3: 68%. There are a significant number of K-3 ELA-S students below grade level and on READ Acts, across all grade levels at Schmitt Elementary: K: 65%, 1: 82%, 2: 38%, 3: 60%.

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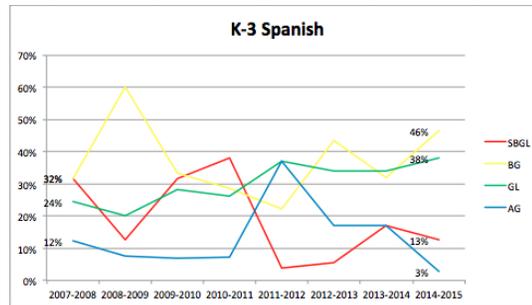
Performance Indicators

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

Priority Performance Challenges

Root Causes

2008-2015, the percentage of Non-ELL students reading SBGL has decreased slightly from 34% to 29%, and the percentage of students BG has increased slightly from 22% to 29%, while the percentage of students reading at GL has increased from 15% to 32%, and students reading AG has decreased from 29% to 10%.



2008-2015, the percentage of ELL students reading SBGL has decreased from 35% to 13%, and the percentage of students BG has increased from 32% to 46%, while the percentage of students reading at GL has increased from 24% to 38%, and students reading AG has decreased from 12% to 3%.

2015 CMAS: PARCC ELA					
School CMAS ELA N tested	School CMAS ELA % met or above	District CMAS ELA % met or above	CMAS ELA Rank (within grade range)	2014 TCAP Reading and Writing Rank (within grade range) <small>*Note: TCAP ELA percentile ranks based on combined Reading/Writing proficiency, excluding Lectures/Quizzes, as CMAS is English only.</small>	Change in Percentile from 2014 TCAP to 2015 CMAS (within ELA and grade range, and population >5 in both years)
183	12.0%	31.9%	20th percentile	32nd percentile	-12

In 2015, the percentage of students at GL in ELA was 12%, far below the district average of 31.9%. The school percentile rank fell 20% in the transition from TCAP → PARCC.

There are a significant number of 3-5 students below grade level in ELA, as determined by PARCC, across all grade levels at Schmitt Elementary: 88%.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<div data-bbox="485 418 1020 537" data-label="Table"> <table border="1"> <thead> <tr> <th colspan="6">2015 CMAS: PARCC Math</th> </tr> <tr> <th>School CMAS Math N tested</th> <th>School CMAS Math % met or above</th> <th>District CMAS Math % met or above</th> <th>CMAS Math Rank (within grade range)</th> <th>2014 TCAP Math Rank (within grade range)</th> <th>Change in Percentile from 2014 TCAP to 2015 CMAS (within Math and grade range, and population >15 in both years)</th> </tr> </thead> <tbody> <tr> <td>188</td> <td>7.4%</td> <td>26.4%</td> <td>9th percentile</td> <td>19th percentile</td> <td>-10</td> </tr> </tbody> </table> </div> <p data-bbox="485 548 1020 678">In 2015, the percentage of students at GL in Math was 7.4%, far below the district average of 26.4%. The school percentile rank fell 10% in the transition from TCAP → PARCC.</p> <p data-bbox="485 732 1020 1166">Schmitt school transitioned this past year from the TCAP assessment. As this was our first year of CMAS testing, we have no academic growth data and trend analysis is limited because we have no existing CMAS data with which to compare. The 2014-2015 school year data will serve as a first data point to which subsequent years of growth can be determined. As such, we have no report on Academic Growth measures based on the TCAP/CMAS assessment at the current time. During Summer/Fall 2016, trend analysis and growth data will be utilize for future planning, once the Spring 2016 results have been returned.</p>	2015 CMAS: PARCC Math						School CMAS Math N tested	School CMAS Math % met or above	District CMAS Math % met or above	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)	188	7.4%	26.4%	9th percentile	19th percentile	-10	<p data-bbox="1045 418 1302 651">There are a significant number of 3-5 students below grade level in Math, as determined by PARCC, across all grade levels at Schmitt Elementary: 92.6%.</p>	
2015 CMAS: PARCC Math																					
School CMAS Math N tested	School CMAS Math % met or above	District CMAS Math % met or above	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)																
188	7.4%	26.4%	9th percentile	19th percentile	-10																
Academic Growth	<p data-bbox="485 1292 1020 1414">Schmitt school transitioned this past year from the TCAP assessment. As this was our first year of CMAS testing, we have no academic growth data and trend analysis is limited because we have no</p>																				

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Performance Indicators

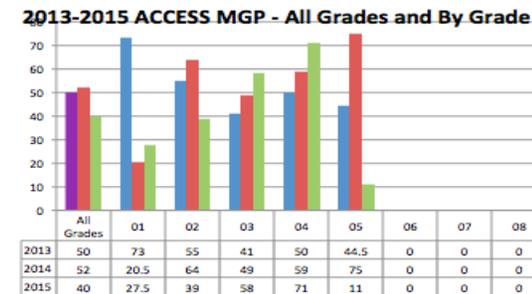
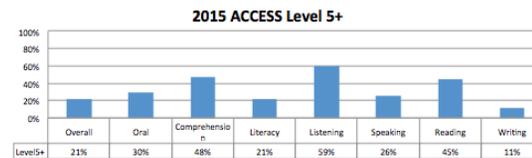
Description of Notable Trends
(3 years of past state and local data)

Priority Performance Challenges

Root Causes

existing CMAS data with which to compare. The 2014-2015 school year data will serve as a first data point to which subsequent years of growth can be determined. As such, we have no report on Academic Growth measures based on the TCAP/CMAS assessment at the current time. During Summer/Fall 2016, trend analysis and growth data will be utilize for future planning, once the Spring 2016 results have been returned.

For the ACCESS testing, the Schmitt team has examined the MGP to determine trends of academic growth. Across domains, the average Level 5+ is 21%. We see the highest Level 5+ in Listening (59%) and lowest in Writing (11%).



Overall, students are not growing in their English Language performance at an acceptable or consistent rate s compared to past years at Schmitt.

In examining the average MGP over the last three

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>years, we see that the overall trend is downward, going from 50% (2013) and 52% (2014) to 40% in 2015. The means that students are growing and progressing along ACCESS assessed areas at a lower rate.</p>		
Academic Growth Gaps	<p>Schmitt school transitioned this past year from the TCAP assessment. As this was our first year of CMAS testing, we have no academic growth data and trend analysis is limited because we have no existing CMAS data with which to compare. The 2014-2015 school year data will serve as a first data point to which subsequent years of growth can be determined. As such, we have no report on Academic Growth measures based on the TCAP/CMAS assessment at the current time. During Summer/Fall 2016, trend analysis and growth data will be utilize for future planning, once the Spring 2016 results have been returned.</p>		
Postsecondary & Workforce Readiness	<p>As an ECE-5th Grade school, we have no metrics in this area.</p>		

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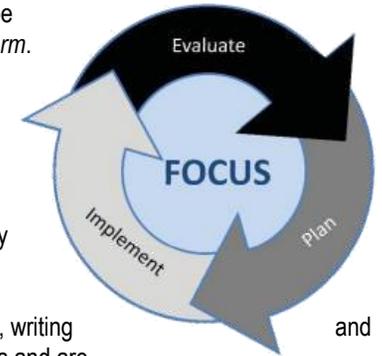
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



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	<p>ELA</p> <p>In 2015, the percentage of students at GL in ELA was 12%, far below the district average of 31.9%. The school percentile rank fell 20% in the transition from TCAP → PARCC.</p> <p>The specific breakdown of performance levels: DNME: Does not meet expectations PME: Partially met expectations AE: Approached expectations ME: Met expectations EE: Exceeded expectations</p> <p>3rd DNME: 50.8% 3rd PME: 28.6% 3rd AE: 15.9% 3rd ME: 4.8%</p>	<p>22% of 3rd-5th grade students will test proficient on the 2016 PARCC ELA assessment.</p> <p>Target: 3rd ME: 15.9%</p> <p>4th DNME: 40.8% 4th PME: 28.6% 4th AE: 15.9% 4th ME: 14.8%</p>	<p>32% of 3rd-5th grade students will test proficient on the 2017 PARCC ELA assessment.</p> <p>5th DNME: 30.8% 5th PME: 28.6% 5th AE: 15.9% 5th ME: 24.8%</p>	<p>Achievement Network Interim Assessment Results for Quarter 1, 2 and 3</p>	<p>Strategic use of <u>Data Driven Instruction</u> to monitor and plan for next instructional steps.</p> <p>On-going training for core content curriculum and increasing <u>alignment to grade-level Common Core standards and rigorous benchmark assessment frameworks.</u></p>

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			<p>4th DNME: 20.4%</p> <p>4th PME: 35.2%</p> <p>4th AE: 25.9%</p> <p>4th ME: 16.7%</p> <p>4th EE: 1.9%</p> <p>5th DNME: 28.8%</p> <p>5th PME: 33.3%</p> <p>5th AE: 24.2%</p> <p>5th ME: 13.6%</p>	<p>5th DNME: 10.4%</p> <p>5th PME: 35.2%</p> <p>5th AE: 25.9%</p> <p>5th ME: 24.8%</p> <p>5th EE: 3.8%</p>			
		READ	<p>Overall, students at Schmitt have not been growing in Literacy for several years and gaps are getting larger across all grade levels.</p> <p>There are a significant number of Non-ELL K-3 students below grade level and on READ Acts, across all grade levels at Schmitt Elementary: K: 43%, 1: 58%, 2: 68%, 3: 68%.</p> <p>There are a significant number of K-3 ELA-S students below grade level and on READ Acts, across all grade levels at Schmitt</p>	<p>80% of K, 1st, and 3rd grade students reading at or above grade level on Spring EOY Assessment.</p> <p>50% Reduction of students on READ Act across all grade levels:</p> <p>Non-ELL: K: 21%, 1: 29%, 2: 34%, 3rd: 34%</p> <p>ELL: K: 32%, 1: 41%, 2: 19%, 3: 30%</p>	<p>80% of students K-5 reading at or above grade level on Spring EOY Assessment.</p> <p>50% reduction of 2015-16 target for students on READ Acts in all grade levels:</p> <p>Non-ELL: K: 10%, 1: 14%, 2: 16%, 3rd: 17%</p> <p>ELL: K: 16%, 1: 20%, 2: 9%, 3: 15%</p>	Running Records DRA/EDL	<p>Strategic use of <u>Data Driven Instruction</u> to monitor and plan for next instructional steps.</p> <p>On-going training for core content curriculum and increasing <u>alignment to grade-level Common Core standards and rigorous benchmark assessment frameworks.</u></p>

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			Elementary: K: 65%, 1: 82%, 2: 38%, 3: 60%.				
		M	<p>In 2015, the percentage of students at GL in Math was 7.4%, far below the district average of 26.4%. The school percentile rank fell 10% in the transition from TCAP → PARCC.</p> <p>The specific breakdown of performance levels: DNME: Does not meet expectations PME: Partially met expectations AE: Approached expectations ME: Met expectations EE: Exceeded expectations</p> <p>3rd DNME: 44.1% 3rd PME: 32.4% 3rd AE: 16.2% 3rd ME: 7.4%</p>	<p>17.4% of 3rd-5th grade students will test proficient on the 2017 PARCC Math assessment.</p> <p>Target: 3rd ME: 17.4%</p> <p>4th DNME: 34.1% 4th PME: 32.4% 4th AE: 16.2% 4th ME: 17.4%</p>	<p>27.4% of 3rd-5th grade students will test proficient on the 2017 PARCC Math assessment.</p> <p>5th DNME: 24.1% 5th PME: 32.4% 5th AE: 16.2% 5th ME: 27.4%</p>	<p>Achievement Network Interim Assessment Results for Quarter 1, 2 and 3</p>	<p>Strategic use of <u>Data Driven Instruction</u> to monitor and plan for next instructional steps.</p> <p>On-going training for core content curriculum and increasing <u>alignment to grade-level Common Core standards and rigorous benchmark assessment frameworks.</u></p>

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			<p>4th DNME: 33.3%</p> <p>4th PME: 37.0%</p> <p>4th AE: 20.4%</p> <p>4th ME: 9.3%</p> <p>5th DNME: 30.3%</p> <p>5th PME: 42.4%</p> <p>5th AE: 21.2%</p> <p>5th ME: 6.1%</p>	<p>5th DNME: 23.3%</p> <p>5th PME: 37.0%</p> <p>5th AE: 20.4%</p> <p>5th ME: 19.3%</p>			
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	There is no current growth data. We anticipate that it will be reported in Summer/Fall 2016.	Growth metrics will be determined in Summer/Fall 2016 when initial growth data becomes available after two years of CMAS/PARCC testing.			
		M	There is no current growth data. We anticipate that it will be reported in Summer/Fall 2016.	Growth metrics will be determined in Summer/Fall 2016 when initial growth data becomes available after two years of CMAS/PARCC testing.			
		ELP	Overall, students are not growing in their English Language performance at an acceptable or consistent rate s compared to past	MGP = 52%	MGP = 62%	Analysis of student work and on-going EL assessment.	<p>Frequent Observation and Feedback Cycles focused on core content instruction.</p> <p>Frequent Observation and Feedback Cycles focused</p>

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			years at Schmitt. Current MGP is 40%				on core content instruction.
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	There is no current growth data. We anticipate that it will be reported in Summer/Fall 2016.	Growth metrics will be determined in Summer/Fall 2016 when initial growth data becomes available after two years of CMAS/PARCC testing.			
		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: Strategic use of Data Driven Instruction to monitor and plan for next instructional steps.

Root Cause(s) Addressed:

1. There has been a lack of training around Literacy instruction, best practices, expertise, and frequency, resulting in a lack of instructional strategies and resources that support struggling readers.
2. There has been a lack of consistent visionary leadership where staff can trust and unite around culture.
3. There has been a lack of regular, frequent (monthly) progress monitoring of student growth and analysis of assessments to target next steps (data driven instruction.)

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				
Adopt a weekly data cycle format and train leaders in using the protocol to guide teams.	August 30 th , 2015	August 30 th , 2016	DR's; Humanities facilitator; Admin. TEC	DR and TEC budget: \$266,000; Humanities Facilitator: \$71,000; Admin Team: \$200,000; school funds Increased Instructional Superintendent Support for Schmitt Elementary	School leaders attend DDI meetings with grade levels and DR's to review data and plan for next steps	Completed
Train teachers in using the protocol, to analyze work and determine instructional next steps	September 30 th , 2015	September 30 th , 2016	DR's; Humanities facilitator; Admin.	DR and TEC budget: \$266,000; Humanities Facilitator: \$71,000; Admin Team: \$200,000; school funds Increased Instructional	School Leaders and DR's meet with teachers reviewing data. Classroom observations by leadership insure implementation	Completed

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				Superintendent Support for Schmitt Elementary		
Conduct initial Quarter 1 Achievement Network training and Data Analysis Day	October 30 th , 2015	October 30 th , 2015	DR's; Humanities facilitator; Admin. TEC	DR and TEC budget: \$266,000; Humanities Facilitator: \$71,000; Admin Team: \$200,000; school funds Increased Instructional Superintendent Support for Schmitt Elementary	Planning every 6 days; Quarterly A-Net data review in grade levels by teachers/leadership. Observation on re-teach implementation by leadership	Completed
Transition from Achievement Network Coach to internal Leadership leading Data Analysis days.	January 30 th , 2016	January 30 th , 2017	DR's; Humanities facilitator; Admin. TEC	DR and TEC budget: \$266,000; Humanities Facilitator: \$71,000; Admin Team: \$200,000; school funds Increased Instructional Superintendent Support for Schmitt Elementary	Planning every 6 days; Quarterly A-Net data review in grade levels by teachers/leadership. Observation on re-teach implementation by leadership	Completed

Major Improvement Strategy #2: Frequent Observation and Feedback Cycles focused in core content areas.

Root Cause(s) Addressed:

1. There has been a lack of training around Literacy instruction, best practices, expertise, and frequency, resulting in a lack of instructional strategies and resources that support struggling readers.
2. There has been a lack of consistent visionary leadership where staff can trust and unite around culture.
3. There has been a lack of regular, frequent (monthly) progress monitoring of student growth and analysis of assessments to target next steps (data driven instruction.)

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				
Train appropriate Leadership Staff in coaching methodology and run Summer Leadership Development	August 30 th , 2015	August 30 th , 2015	DR's; TEC; Humanities Facilitator	DR and TEC budget per targeted grant resources and district funds. DR funds: \$195,000.00 TEC funds: \$71,000	-Weekly DDI meetings to track growth over time with data tracker -Weekly meetings of Leadership Team reviewing data.	Completed
Begin coaching cycles and observation of instruction	September 30 th , 2015	September 30 th , 2016	DR's Humanities Facilitator, TEC	DR and TEC budget: \$266,000 Humanities Facilitator: (School Specific funds) \$71,000	-Weekly DDI meetings with grade level teachers and DR reviewing protocol and data -Weekly meetings between Teacher and DR coach -LEAP score review	Completed
Professional Development and expectations around what Mondo and EL lessons should look like, and connecting to classroom observation.	On-going through March 15 th , 2016	On-going through March 15 th , 2017	Principal, AP, DR's, TEC, Humanities Facilitator	DR and TEC budget: \$266,000; Humanities Facilitator: \$71,000; Admin Team: \$200,000; school	LEAP Observations and debrief conducted by DR's and Admin team -IS/Admin team walk-	Completed

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				funds	throughs to insure implementation; DDI meetings reviewing classroom data	
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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.

Major Improvement Strategy #3: On-going training for core content curriculum and increasing alignment to grade-level Common Core standards and rigorous benchmark assessment frameworks.

Root Cause(s) Addressed:

There has been a lack of consistent curriculum training and implementation in core Literacy, Math, and English Language instruction.

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				
District-provided professional development and curriculum trainings, followed up by on-site support and collaboration	On-going through March 15, 2016	On-going through March 15, 2017	Principal, AP, DR's, TEC, Humanities Facilitator	DR and TEC budget: \$266,000; Humanities Facilitator: \$71,000; Admin Team: \$200,000; school funds	Observation Data Walkthroughs	Completed
Deliver professional development and data analysis experiences that support Common Core-aligned grade level instruction three times during Quarter 1, 2, and 3	On-going through March 15 th , 2016	On-going through March 15 th , 2017	Principal, AP, DR's, TEC, Humanities Facilitator	DR and TEC budget: \$266,000; Humanities Facilitator: \$71,000; Admin Team: \$200,000; school funds	Re-teach lesson observations Quality of Lesson Plans	Completed
Train teachers to use Achievement Network resources – including Unpacked Standards, Schedule of Assessed Standards, Common Core Item Quiz Bank	January 30 th , 2016	January 30 th , 2016	Principal, AP, DR's, TEC, Humanities Facilitator	DR and TEC budget: \$266,000; Humanities Facilitator: \$71,000; Admin Team: \$200,000; school funds	Re-teach lesson observations Quality of Lesson Plans	Completed

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Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
<p>Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.</p>	<p>Section IV: A description of the selected turnaround strategy in the Action Plan Form.</p> <p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.</p>	<p><input type="checkbox"/> Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. <i>Provide name of Turnaround Partner:</i> _____</p> <p><input type="checkbox"/> School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.</p> <p><input type="checkbox"/> Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.</p> <p><input type="checkbox"/> School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute. <i>Provide name of Management Contractor:</i> _____</p> <p><input type="checkbox"/> Charter Conversion. (For schools without a charter) The school has converted to a charter school.</p> <p><input type="checkbox"/> Restructure Charter. (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.</p> <p><input type="checkbox"/> School Closure.</p>

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		X Other.* Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., “turnaround model”, “restart model”, “school closure”, “transformation model”).
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**Districts or schools selecting “Other” should consider that the turnaround strategy must be commensurate in magnitude to the district/school’s identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?*