

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **8232** School Name: **STEDMAN ELEMENTARY SCHOOL** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

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

Executive Summary

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

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

At Stedman, we know that the number of students reading below grade level is impacting their performance on assessments in all content areas. The staff is focusing their attention on increasing individual student reading levels through professional development in guided reading and guided reading plus, weekly tracking of running records and an increased focus on consistency in below grade level students receiving guided reading instruction daily.

Fall 2015 DRA and EDL's show that more than 50% of each class 1st - 5th grade is reading below grade level.

Spring Read Act Data % of students below grade level

K 29%

1st 57%

2nd 72%

3rd 50%

4th 35%

5th 15%

The Stedman staff is also focusing their attention on implementing the new curriculum adopted this year (ENY K-5 and EL 4-5) with fidelity in ways that build on students' prior knowledge. We recognize that there will be a transitional period for staff and students to become effective in the increased level of rigor and detail required by CCSS through the new curriculum. Examples: citing evidence in literacy and math, additional out of school work time, and independent skills required to be successful. Interim assessments reflect that students at Stedman are consistently performing somewhat below the district averages. Strategies the Stedman staff are focused on include inference, stamina for sustained reading, citing evidence from the text in reading and math.

The Stedman staff is also working on 100

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.*

Root causes for this concern include

- low teacher expectations of students in terms of rigorous engagement combined with a lack of systems to support percent of class mastery of standards/demonstration

- of proficiency, reading level growth
- staff turnover during the school year 2014-2015
- lack of structures and accountability for adults to ensure equity in instruction in guided reading for students
- teacher effectiveness on the 2014-2015 staff was limited: 40% of teachers were rated approaching, one teacher was rated not meeting
- Student mobility is also a concern. We have students who move in and out of the school during the school year. We had a reduction in enrollment from 2014-2015 to 2015-2016 with a significant number of new 5th graders who came in to the school in 2015.

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.*

Continue: **Major Improvement Strategy #1:** We will implement consistent data driven practices to progress monitor the growth of our students.

Continue: **Major Improvement Strategy #2:** We will identify and implement strategies to engage males in their learning.

Stedman now has 3 team leads who lead teams of teachers. Team Leads facilitate data teams and each have a caseload of teachers who they observe and evaluate, providing weekly feedback on instruction. Teams of teachers are held accountable for students growth in reading, writing and math through six week data team cycles. Team leads also support the DDI process in analysis of interim assessment three times per year for literacy and math. The new/revised MTSS process (formerly SIT) supports teachers in providing consistent tier 1 and tier 2 academic and behavior supports to students to ensure engagement and access to the learning. Stedman is committed to intervening early (as soon as a pattern of behavior or lack of academic growth is noticed by the teacher.) Stedman is supporting multiage classrooms and learning needs through grade level teaming, grade level instructional groups (such as platooning), a .5 interventionist who serves 2nd and 3rd grades and a literacy teacher who supports 3rd,4th,5th grades. Stedman is addressing positive staff culture through participation in school culture academy, a whole staff kick-off retreat and weekly staff culture meetings. Stedman is part of the parent teacher home visit program, schoolwide NNN and RA practices and has increased communication to engage parents as partners through PTA, PAC, CSC and a monthly parent coffee. Increase PBIS structures.

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

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Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) 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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Section II: Improvement Plan Information

Additional Information about the School

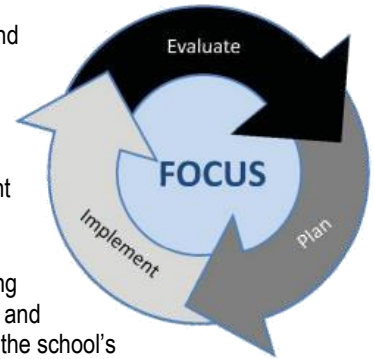
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the 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	Melissa Peterson, Principal
	Email	melissa_peterson@dpsk12.org
	Phone	720-424-3800
	Mailing Address	2940 Dexter Street Denver, CO 80207
2	Name and Title	Hannah Kehn, Assistant Principal
	Email	hannah_kehr@dpsk12.org
	Phone	720-424-3800
	Mailing Address	2940 Dexter Street Denver, CO 80207

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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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Data Narrative Elements: Please complete each section below. *Directions are included in italics.*

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

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The percentage of students reading at or above grade level in the spring increased slightly from 47% in 2014 to 49% in 2015. The greatest increase was in grade 3 which rose from 18% to 50% from 2014 to 2015; the largest decrease was in grade 1 which fell from 70% to 43%. Of the 35 students who were significantly below grade level in the fall, 0% were reading at or above grade level by the spring.

State and Federal Accountability Expectations

2015 student data on state and federal accountability expectations showed Stedman performing below district averages in ELA and Math. We are continuing the major improvement strategies from 2014-2015 as we continue to see a gap between the performance of male and female students, high needs for staff support in the implementation of Data Driven Instructional practices and effective progress monitoring of all students. We continue to have high needs for effective culturally responsive teaching practices in order to ensure all students are engaged in learning that meets their needs.

Progress Toward Last Year's Targets

Due to the differences in TCAP results to PARCC results, the targets from 2014 to 2015 were not relevant. Stedman's gap from TCAP to PARCC scores compared to DPS was significant.

Trends Data

We analyzed interim data at each interim session for grades 2-5, ELA and Math. Teachers created re-teach plans based on that data and did reassessment with the goal of mastery for 90% +. Teachers also analyzed star data, guided reading data and collaborated to analyze weekly exit tickets in reading, writing and math.

Priority Performance Challenges

As a new leadership team and ILT we have worked to analyze both classroom level challenges as well as systems level challenges to understand the gaps in teacher effectiveness and the gaps in student performance. We have put extensive time and effort into aligning the systems for student support including MTSS and SPED and ELD to ensure students' needs are met.

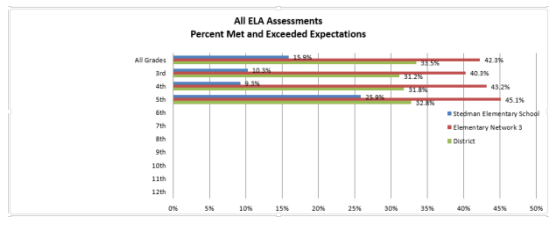
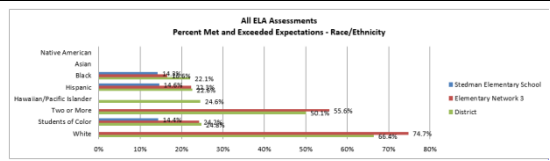
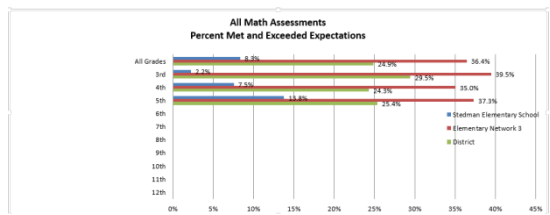
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percentage of our students scoring proficient and advanced on the math spring interim will be 43.	The percentage of our students scoring proficient and advanced on the math spring interim was 35. We missed our target by 8 points.	Many teachers expressed lack of alignment between curriculum and interims. With backward planning from interims, it should have been possible to have at least 43 % of students score proficient. Very few teachers referred students to SIT (MTSS) in 2014-2015, indicating that behavior and academic concerns were not adequately addressed and progress was not tracked to the extent it should have been. With many students not reading at grade level as indicated by the EOY DRA and EDL scores, it is possible that reading ability impacted math scores.
Academic Growth	The percentage of our students scoring proficient and advanced on the math spring interim will be 43.	The percentage of our students scoring proficient and advanced on the math spring interim will be 43. We missed our target by 8 points.	
Academic Growth Gaps	The percentage of our male students scoring proficient and advanced on the math spring interim will be 43.	The percentage of our male students scoring proficient and advanced on the math spring interim was 26. We missed our target by 17 points.	
Postsecondary & Workforce Readiness	N/A		

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>The percentage of our students meeting or exceeding expectations on the CMAS: PARCC ELA was 15.9.</p>	<ul style="list-style-type: none"> /// We lack consistent data driven practices to progress monitor the growth of our students. /// We lack consistent strategies to engage all students in rigorous learning.
			
			

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<p>Percent At or Above Grade Level on DRA/EDL 3rd Grade</p> <table border="1"> <caption>Percent At or Above Grade Level on DRA/EDL - 3rd Grade</caption> <thead> <tr> <th>Year</th> <th>Stedman</th> <th>Elem Region 3 - NNE</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>20%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td>2011</td> <td>40%</td> <td>60%</td> <td>50%</td> </tr> <tr> <td>2012</td> <td>40%</td> <td>60%</td> <td>50%</td> </tr> <tr> <td>2013</td> <td>50%</td> <td>60%</td> <td>50%</td> </tr> <tr> <td>2014</td> <td>10%</td> <td>60%</td> <td>50%</td> </tr> <tr> <td>2015</td> <td>40%</td> <td>60%</td> <td>50%</td> </tr> </tbody> </table>	Year	Stedman	Elem Region 3 - NNE	District	2010	20%	50%	40%	2011	40%	60%	50%	2012	40%	60%	50%	2013	50%	60%	50%	2014	10%	60%	50%	2015	40%	60%	50%			
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																								
Academic Growth	<p>2013-2015 ACCESS MGP - All Grades and By Grade ■ 2013 ■ 2014 ■ 2015</p> <table border="1"> <thead> <tr> <th></th> <th>All Grades</th> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> <th>06</th> <th>07</th> <th>08</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>48</td> <td>24</td> <td>42</td> <td>50.5</td> <td>43</td> <td>59</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>76.5</td> <td>67</td> <td>88.5</td> <td>81.5</td> <td>30</td> <td>65</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>38</td> <td>34</td> <td>42</td> <td>47.5</td> <td>34</td> <td>23</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		All Grades	01	02	03	04	05	06	07	08	09	10	11	12	2013	48	24	42	50.5	43	59	0	0	0	0	0	0	0	2014	76.5	67	88.5	81.5	30	65	0	0	0	0	0	0	0	2015	38	34	42	47.5	34	23	0	0	0	0	0	0	0		
	All Grades	01	02	03	04	05	06	07	08	09	10	11	12																																														
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Academic Growth Gaps																																																											
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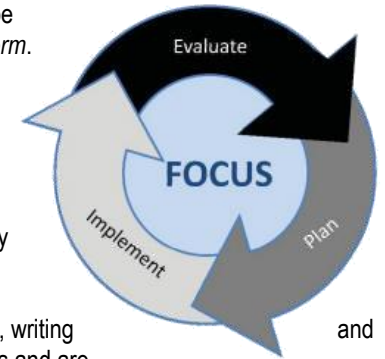
Section IV: Action Plan(s)

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	ELA	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA was 15.9.	The percentage of our students meeting or exceeding expectations on the CMAS: PARCC ELA will be 20.	The percentage of our students meeting or exceeding expectations on the CMAS: PARCC ELA will be 25.	ANET grades 2-5: this data is analyzed by teachers and a reteach action plan is designed to close achievement gaps on one high leverage ELA standard following each interim cycle.	We will implement consistent data driven practices to progress monitor the growth of our students. We will identify and implement strategies to engage males in their learning.
		READ	The percentage of our students reading significantly below grade level in the fall moving to reading at grade level in the spring was 0.	The percentage of our students reading significantly below grade level in the fall moving to reading at grade level in the spring will be 10.	The percentage of our students reading significantly below grade level in the fall moving to reading at grade level in the spring will be 15.	All K-5 students are monitored three times per year with the full DRA. They are monitored monthly with running records.	
		M	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC Math was 8.3.	The percentage of our students meeting or exceeding expectations on the 2016 CMAS: PARCC Math will be 15.	The percentage of our students meeting or exceeding expectations on the 2016 CMAS: PARCC Math will be 20.	ANET grades 2-5: this data is analyzed by teachers and a reteach action plan is designed to close achievement gaps on one high leverage math standard following each interim cycle.	
		S					
Academic Growth	Median Growth Percentile, TCAP,	ELA					
		M					

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	CMAS/PARCC, ACCESS, local measures	ELP	The median growth percentile for our English Language Learners for ACCESS overall was 38.	The median growth percentile for our English Language Learners for ACCESS overall will be 50.	The median growth percentile for our English Language Learners for ACCESS overall will be 50.		
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: We will implement consistent data driven practices to progress monitor the growth of our students.

Root Cause(s) Addressed: We lack consistent data driven practices to progress monitor the growth of our students.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Weekly Grade Level Data Teams with consistent protocols and documentation of student progress, data/reteach plans -led by teacher leader team leads and supported by school leaders and teacher effectiveness coach	Weekly all school year	Weekly all school year	school leaders, teacher leaders, TEC, Teachers	N/A	Weekly data team agendas Interim DDI agendas, analysis and reteach plans 3x per year	In Progress
Observation/Feedback cycles weekly by coaches, 1 full LEAP and one partial LEAP by school leaders each semester.	Weekly all school year	Weekly all school year	school leaders, teacher leaders, TEC, Teachers	N/A	LEAP entry of both scores and action steps weekly. LEAP Ratings benchmarks 11/20/15 and 4/15	In progress
DDI post interim assessment analysis	October January April	TBD	school leaders, teacher	N/A	October, February, April	In progress

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			leaders, TEC, Teachers			
implementation of new MTSS (SIT) model to create purposeful tier 2 and 3 interventions through data driven practices.	Weekly all school year	Weekly all school year/as needed	school leaders, teacher leaders, TEC, Teachers	staff generated MTSS documentation in Google Docs Student Shield goal sheets	SIT 2014-2015 MTSS 2015-2016	In progress
Rigorous Backward Design for instruction each DDI cycle including unit and lesson planning with revisions based on feedback	October January April	TBD	school leaders, teacher leaders, TEC, Teachers	N/A		

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

Major Improvement Strategy #2: We will identify and implement strategies to engage males in their learning.

Root Cause(s) Addressed: We lack consistent strategies to engage all students in rigorous learning.

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

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

READ Act Requirements Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Weekly Grade Level Lesson Study with lesson tuning protocol	Weekly all school year	No	school leaders and teachers	N/A	Weekly lesson plans and lesson study agendas 2014-2015	completed
Culturally Responsive PD; progress monitoring of teacher-selected action step from PD	x	September March	All Stedman staff	N/A	beginning and end of year planning and reflection	in progress
Intentionality in resource use, purchase and experiences to supplement instruction	As Needed	As Needed	All Stedman Staff	N/A	annual budget planning process	in progress
Observation/Feedback cycle weekly will be used to give real time coaching related to...what behaviors will we see in boys...when and how boys are engaged	Weekly all school year	Weekly all school year	School leaders, TEC, teacher leaders, teachers	N/A	weekly ILT meeting	in progress
Provide PD and coaching on restorative justice/PD on active engagement. Tec data collection – monitor % engaged male students each month	Monthly All Year	Monthly All Year	Stedman staff	N/A	monthly	in progress

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

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Major Improvement Strategy #3: We will develop and implement a common vision of rigorous instruction and positive school culture.

Root Cause(s) Addressed: We are continually working to build relational trust and a common vision for positive and rigorous school culture.

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				
What are the first steps for Culture pathway to lead over 3 years By end of year 1 14/15 established vision by end of year 2 buy-in by TLs and CSC By end of year 3 Year 1 weekly culture meetings that show up in the classroom and Boys Year 2 15/16 Teacher leaders lead culture work Year 3 16/17 Weekly culture meetings are planned/facilitated by all staff Lesson plans reflect culture of students and high levels of rigor/engagement.	Ongoing	Ongoing	all Stedman Staff	N/A	Beginning and end of year planning and reflection	in progress

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School Wide Culture Plan Implementation	Ongoing	Ongoing	all staff	N/A	Beginning and end of year planning and reflection	in progress
Weekly whole-Staff Culture Meetings	Weekly all school year	Weekly all school year	all staff	N/A	Weekly	in progress
Develop Teacher Leaders to support the vision	Planning November-June	Ongoing all year	school leaders and team leads	N/A	Beginning and end of year planning and reflection	in progress

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

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.*