

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **8888** School Name: **TRAYLOR ACADEMY** 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.*

Considering and identifying Priority Performance Challenges this year was difficult to do based on federal, state and local expectations. With so many new expectations and state testing information currently still unavailable, our school chose to select a few challenges that will help us to focus our work. These challenges may change when we are presented with additional data and state/district expectations based on that data later this school year.

Our school's priority performance challenge in status will be to support first and second grade students to achieve higher levels of on and above grade level DRA/EDL levels in the Spring of 2015. This challenge (1st and 2nd grade students' on/above grade level status), coupled with our district's increased levels for on grade level DRA/EDL levels, will be a focus for our school's efforts. In Math status, Math proficiency on our district's interim testing shows that our overall proficiency has decreased and we are not maintaining and increasing status achieved in previous years in all tested levels.

Since we are missing some of our continuously enrolled student data from new statewide testing, we will continue to review our priority performance challenges in academic growth. While we have met some targets for our ELLs trajectory, being at 70.5 MGP in all grade levels for ACCESS, we will still want to provide more support to ensure we're at even higher levels of MGP on ACCESS in 2016.

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.*

Our staff needs more time to collaborate around instruction with a focus on individual student data, inquiry and CCSS expectations. In order to determine if we're succeeding in this work, we've also needed more consistent observation and feedback from school based observers.

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.*

DATA DRIVEN INSTRUCTION Utilizing available data and instructional resources to provide targeted and differentiated instruction in all contents with specific focus on individual student growth. Using Data Driven Instructional time to collaborate with grade level teams on combining the benefits of different resources to support our students' preparation for CCSS and future success. **OBSERVATION AND FEEDBACK/SCHOOL CULTURE:** Increase opportunities for all instructional staff to receive regular and meaningful feedback about their instruction and the impact on student achievement, and ground these conversations in our LEAP Framework for effective instruction.

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).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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

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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?	No
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.	No

Improvement Plan Information

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

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

School Contact Information (Additional contacts may be added, if needed)

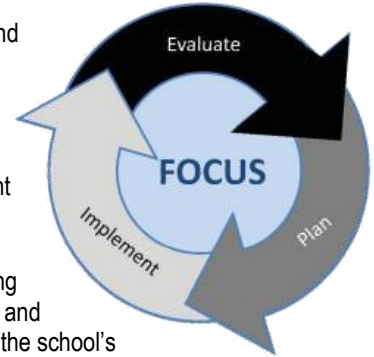
1	Name and Title	Shayley Olson, Principal
	Email	Shayley_Olson@dpsk12.org
	Phone	720-424-3480
	Mailing Address	2900 S Ivan Way, Denver CO 80219
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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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:
2015-16 Update
 Traylor Fundamental Academy is a neighborhood and magnet school in southwest Denver, CO, educating students from ECE (4 year olds) to 5th grade. In 2014-15, our school is in our third year as a Title I school, having approximately 76% FRL students enrolled. We have approximately 550 students, ECE – 5th Grade. 80% of our students are ethnic minorities. 68% of our students are Hispanic, and approximately 30% of our

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students are ELLs. We follow a fundamental approach to providing students whole child opportunities throughout the day. We provide grade level access in reading, writing and math for all students through the Denver Literacy Plan, and Expeditionary Learning ELA (reading and writing) and EngageNY/Eureka Mathematics (math.) A major school focus for Traylor Academy is to ensure we're providing appropriate differentiation for all students to ensure extra support and additional enrichment is provided to students to help all children grow each day at Traylor! We also provide Physical Education each day, complemented by another specials class each day, including Visual Arts, Music, or Library/Technology.

We are in our fifth consecutive year of "Meeting District/State Expectations" as a "Green" school.

On the 2014-15 District SPF, we moved up to "Green" in Student Growth, as well. The area where we are "Not Meeting/Red" in our District SPF is the growth indicators related to our continuously enrolled students in Writing.

During our official district student count 2015, our school had an overall enrollment of 521 students, a decrease from the previous October count in 2014.

Traylor's Vision:

At Traylor, all learners will be challenged, succeed and grow each day!

Traylor's Mission:

Traylor Fundamental Academy is an inclusive fundamental education program committed to high standards for our students and staff. We are dedicated to preparing and motivating our students to be the leaders of tomorrow by providing rigorous learning opportunities inside and outside the classroom each day!

Highlight for 2015 Student Achievement Data:

Overall, our achievement in Reading, as evidenced by DRA/EDL assessments showed great improvement. We are at 66% of our students reading at or above grade level on DRA/EDL. Of particular highlight, our Kindergarten students showed great gains in achieving 85% of their students at or above grade level reading levels in Spring 2015. In some classes, our students in kindergarten were over 90% at or above the district expectations for a DRA 4 (and many were well above.) We are looking forward to leveraging these gains to support students to achieve the more rigorous end of year DRA expectations in Kindergarten through 3rd grade that were recently released by Denver Public Schools.

Also, our ACCESS data showed our English Learners' proficiency and MGPs showed great increases. We improved our ACCESS MGP from 56 MGP in 2014 to 70.5 MGP in 2015.

Our Collaborative School Committee and School Leadership Team have reviewed our current/spring 2015 data, as well as the continuing major improvement strategies associated with this UIP. The CSC and SLT will continue to visit soon-to-be released student achievement data to help us to ensure our work is aligned to what our students and teachers need the most.

Our CSC and SLT have discussed the major improvement strategies and affirmed their need to continue – which will continue to support our school’s development of teachers and increased student achievement and satisfaction.

TRAYLOR CMAS/PARCC DATA (Spring 2015)

2015 CMAS: PARCC ELA							
GRADE:	% Did Not Meet Traylor/N/DPS/CO	% Partially Met	% Approached	% Met	% Exceeded	% Approached or Above	% Met or Above
3 rd	19/N/28/20	25/N/20/20	29/N/21/23	25/N/28/35	1/N/3/4	56/N/52/61	26/N/31/38
4 th	12/N/18/12	24/N/24/19	40/N/26/28	22/N/25/34	3/N/7/8	64/N/58/70	25/N/32/42
5 th	9/N/18/11	29/N/24/20	34/N/26/28	26/N/30/37	2/N/3/3	62/N/58/70	28/N/33/41
ALL	13/23/21/14	30/26/23/19	35/27/24/27	24/22/27/35	2/2/5/5	61/51/56/67	26/24/32/40
2015 CMAS: PARCC MATH							
3 rd	7/N/20/14	25/N/26/22	32/N/24/27	29/N/25/31	7/N/5/6	68/N/54/64	36/N/30/37
4 th	20/N/17/13	33/N/31/27	33/N/27/30	15/N/22/28	0/N/2/2	48/N/51/60	15/N/24/30
5 th	13/N/18/14	27/N/29/27	33/N/27/30	27/N/22/26	0/N/4/4	60/N/53/60	27/N/25/30
ALL	14/22/19/14	29/33/30/25	33/28/26/29	23/17/23/28	2/1/4/4	57/46/53/61	25/18/26/32

Social Studies (Proficiency Levels from 2014 to 2015)

- Limited Command >45% to 48%
- Moderate Command >44% to 33%
- Strong Command >10% to 17%
- Distinguished Command > 0% to 1%
- Strong & Distinguished > 9% to 13% (District 11% to 15%)

Science (Proficiency Levels from 2014 to 2015)

- Limited Command > 30% to 41%
- Moderate Command >61% to 46%
- Strong Command > 8% to 12%
- Distinguished Command >1% to 1%
- Strong & Distinguished > 10% to 18% (District 20% to 20%)

(See previous year's root cause development process below.)

Fall 2014 Continued Root Cause Development:

As a school, Traylor Fundamental Academy teachers, leadership teams and Collaborative School Committee reviewed our 2014 TCAP status and growth data for whole school groups, grade levels, and disaggregated student populations to help us identify areas of greatest need and to determine our best efforts for future school improvement. We also examined our practices and efforts we've employed in past UIP documents. We worked with our School Leadership Team to examine trend statements from our TCAP growth and status, and conduct a root cause process.

During this root cause conversation, we aligned our conversation with the three major levers for school improvement, from *Leverage Leadership*. We organized our root cause conversation around Observation & Feedback, Data Driven Instruction and School/Student Culture. We conducted conversations around positive attributes in our school and areas for growth or concern in these three areas. (The list below is the synthesis of the School Leadership Team feedback, and what we used in October 2014 to drive the discussion of our root cause for the data and priority performance challenges we are identifying. This data also was essential in helping us more accurately identify major improvement strategies that align to research-based best practices around school improvement planning, and acknowledge what we are already doing.)

Observation & Feedback

- +
 - Feedback on how to continually improve our practice
 - Allows for a better picture of what is happening in classrooms, not just a snap shot
 - More feedback helps shape instruction
 - Share understanding of teacher's instructional rubric

Delta

- More frequent observations
- More observations and more frequent feedback
- Differentiated roles would be a huge benefit to more feedback from more people
- Last few years seemed to focus more on negative feedback, less on positive.

Data driven instruction (DDI)

- +
 - Team collaboration time around instruction and expectations for individual grade levels
 - Meeting with grade levels
 - Focus on student work and next steps in instruction to support student learning
 - Opportunity to work collaboratively as a new team
 - Teams have common focus
 - Focus on skill and identifying needs based on a pre-assessment
 - Worked with two grade levels benefits of what students need to know before/after their current grade level
 - Consistent time with team

Delta

- More support planning reading and writing together to align with best practices and CCSS
- Difficulty aligning current curriculum to common core
- The flow seems disjointed at times. (ex. Start something, then pause to work on something else, then return weeks later)
- Too much testing leads to lack of instruction to be able to learn and master concepts.
- Documentation cumbersome and not helpful

School/Student Culture

- +
 - Start are leading the work around PBIS to fit Traylor's students' needs
 - PBIS – school-wide verbiage

- Home visits to learn more about students and families
- Home visits are very beneficial to families
- More work is being done to emphasize students first – PBIS, Home Visits, Student Celebrations, and Classroom Meetings
- Staff recognizing the need to honor students as collaborators in their learning
- Positive community building with home visits
- Proactive psychologist to support student behaviors in classroom
- Home visits – family heritage
- Students have multiple activities they can be involved in outside of classroom.

Delta

- More opportunities for students voice and leadership in school culture issues
- Not all families are able to participate in Home Visits (i.e., due to language, etc.)
- Students’ voices being recognized as contributors to our community
- Students don’t always feel included

Root Cause of Achievement Gaps in Status and Growth for All Students – A Review, “Check-in” & Verification

We reviewed our root cause analysis from last year, and were able to affirm many of the explanations as still present, even with our efforts in from 2011 through 2014. Some of those include:

Over the past few years, we identified there was a lack of consistency in reading practices (guided reading not implemented throughout the building.) There was also a report of a lack of resources to meet students’ diverse needs (more resources needed for teachers to support ELD, etc.) We’ve developed a school-wide professional development effort last year, supporting guided reading with whole group PD, a shared resource for all teachers to use for guided reading, small group differentiated PD groups, side by side coaching and other supports. Similarly, we still report needing more support, learning labs, more frequent & differentiated PD for teachers, etc.

In the past, Last we’ve discussed that many students were missing classroom time for ESL/SpEd populations in a pull-out program. We discussed our efforts to minimize those practices last year, and our scheduling adjustments we’ve made to do this. It was reported that students are still being “pulled-out” frequently, making it difficult for teachers to provide a double dose of differentiated instruction for students in these groups. This year’s daily schedule continues with a “differentiation block,” allowing service providers to pull students out of classrooms during a specified time in each grade level. This also allows for greater differentiation in the classrooms with the classroom teacher to allow for additional support or enrichment opportunities for the students.

In the past few years, a lack of collaboration and planning between classroom teachers and SpEd/ESL teachers to determine students’ needs and consistent strategies was another explanation that was provided by our instructional staff. We acknowledge there needs to be more inclusive practices by our Special Education Teachers, ESL Teacher and ELA instructional paraprofessionals. Our special service

providers will serve a greater role in our RtI and SIT teams this year, as experts in the field of progress monitoring. Additionally, we have designed a daily schedule when these service providers have similar planning time to support their efforts by collaborating with other special education, ESL and intervention teachers.

We affirmed the past year's process and learning, included our SLT's feedback on the three levers, and noted additional language and changes to our root cause for our priority needs. We also discussed our current curricular choices at our school, and acknowledged we need to spend more time investigating the instructional applications of our curricula to the CCSS expectations. This conversation led us to the following, more applicable, root cause: Our staff needs more time to collaborate around instruction with a focus on individual student data, inquiry and CCSS expectations. In order to determine if we're succeeding in this work, we've also needed more consistent observation and feedback from school based observers.

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

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

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	70-80% of students at each grade level will be at/ above grade level in the spring as measured by the overall text level on the DRA2/ EDL2. The percent of student in grade levels 1-3 that are reading significantly below grade level in the fall will decrease to 20% in the spring as measured by overall text level on the DRA2/ EDL2.	We came close to achieving the overall reading level expectations and target on EDL. We grew to 66% reading at or above grade level on DRA/EDL. (In kindergarten, we made it to 85% at or above.)	We came close to meeting the reading goal (status) through concerted efforts of common planning and differentiated opportunities for learning and regrouping throughout the day. Our decline in Mathematics further provided the justification for us to consider another mathematics curriculum to better support our students' grade level readiness for CCSS math standards.
	70-80% P & A on District Interim Math Assessments in Kindergarten through 5 th Grades	We were not able to meet the interim goal in math during 2015. We only were 59% proficient or above in our spring interim.	
Academic Growth	70-80% of students at each grade level will be at/ above grade level in the spring as measured by the overall text level on the DRA2/ EDL2. The percent of student in grade levels 1-3 that are reading significantly below grade level in	We came close to achieving the overall reading level expectations and target on EDL. We grew to 66% reading at or above grade level on DRA/EDL. (In kindergarten, we made it to 85% at or above.)	

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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.
	the fall will decrease to 20% in the spring as measured by overall text level on the DRA2/ EDL2.		
	70-80% P & A on District Interim Math Assessments in Kindergarten through 5 th Grades	We were not able to meet the interim goal in math during 2015. We only were 59% proficient or above in our spring interim.	
Academic Growth Gaps	70-80% of students at each grade level will be at/ above grade level in the spring as measured by the overall text level on the DRA2/ EDL2. The percent of student in grade levels 1-3 that are reading significantly below grade level in the fall will decrease to 20% in the spring as measured by overall text level on the DRA2/ EDL2.	We came close to achieving the overall reading level expectations and target on EDL. We grew to 66% reading at or above grade level on DRA/EDL. (In kindergarten, we made it to 85% at or above.)	
	70-80% P & A on District Interim Math Assessments in Kindergarten through 5 th Grades	We were not able to meet the interim goal in math during 2015. We only were 59% proficient or above in our spring interim.	
	NA	NA	

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

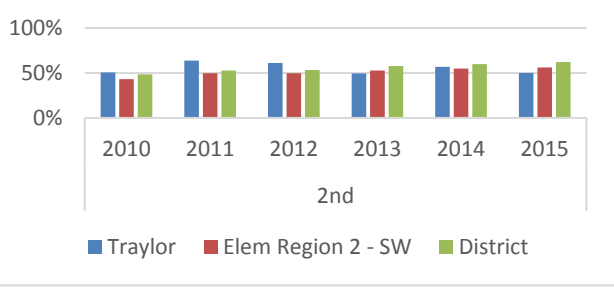
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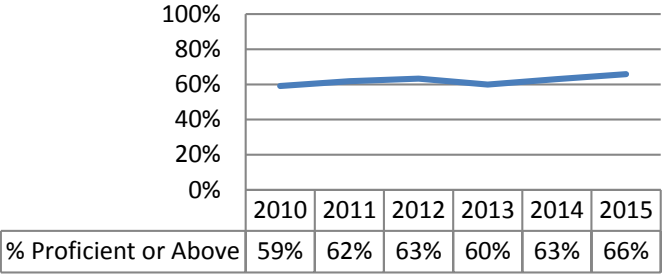
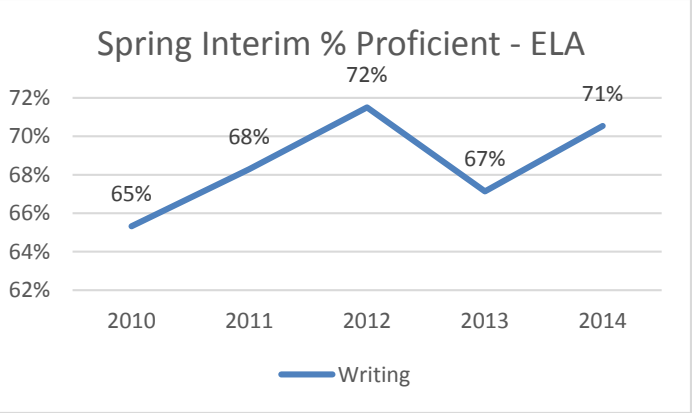
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Worksheet #2: Data Analysis

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;">Percent At or Above Grade Level on DRA/EDL Kindergarten</p> <table border="1"> <caption>Percent At or Above Grade Level on DRA/EDL Kindergarten</caption> <thead> <tr> <th>Year</th> <th>Traylor</th> <th>Elem Region 2 - SW</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>~85%</td> <td>~75%</td> <td>~80%</td> </tr> <tr> <td>2011</td> <td>~75%</td> <td>~65%</td> <td>~70%</td> </tr> <tr> <td>2012</td> <td>~70%</td> <td>~60%</td> <td>~65%</td> </tr> <tr> <td>2013</td> <td>~75%</td> <td>~70%</td> <td>~75%</td> </tr> <tr> <td>2014</td> <td>~85%</td> <td>~75%</td> <td>~80%</td> </tr> <tr> <td>2015</td> <td>~90%</td> <td>~75%</td> <td>~85%</td> </tr> </tbody> </table> <p>With concerted effort last year with differentiated approaches in our Kinder classrooms, we saw increase in Kindergarten on and above grade level status scores as evidenced by DRA2 scores.</p>	Year	Traylor	Elem Region 2 - SW	District	2010	~85%	~75%	~80%	2011	~75%	~65%	~70%	2012	~70%	~60%	~65%	2013	~75%	~70%	~75%	2014	~85%	~75%	~80%	2015	~90%	~75%	~85%	<p>In Reading Status, our school's data review has been focused largely on DRA2 due to the change in state testing. Our school's priority performance challenge in status will be to support first and second grade students to achieve higher levels of on and above grade level DRA/EDL levels in the Spring of 2015. This challenge (1st and 2nd grade students' on/above grade level status), coupled with our district's increased levels for on grade level DRA/EDL levels,</p>	<p>Our staff needs more time to collaborate around instruction with a focus on individual student data, inquiry and CCSS expectations. In order to determine if we're succeeding in this work, we've also needed more consistent observation and feedback from school based observers.</p>
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	2010	2011	2012	2013	2014	2015											
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	<p align="center">Spring Interim % Proficient - ELA</p>  <p>Students in our school, in English Language Arts Interims, showed 4% improvement in overall proficiency.</p>	<p>In Reading Status, our school's data review has been focused largely on DRA2 due to the change in state testing. Our school's priority performance challenge in status will be to support first and second grade students to achieve higher levels of on and above grade level DRA/EDL levels in the Spring of 2015. This challenge (1st and 2nd</p>	<p>Our staff needs more time to collaborate around instruction with a focus on individual student data, inquiry and CCSS expectations. In order to determine if we're succeeding in this work, we've also needed more consistent observation and feedback from</p>														

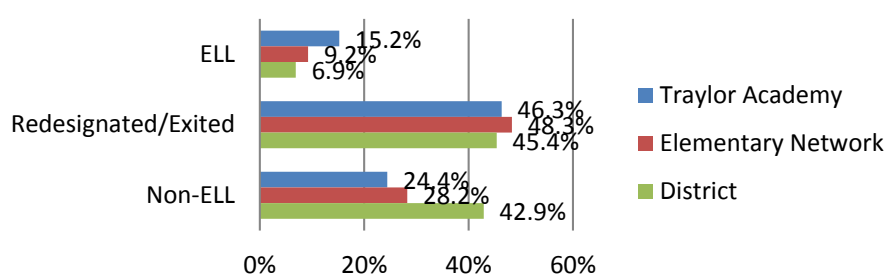
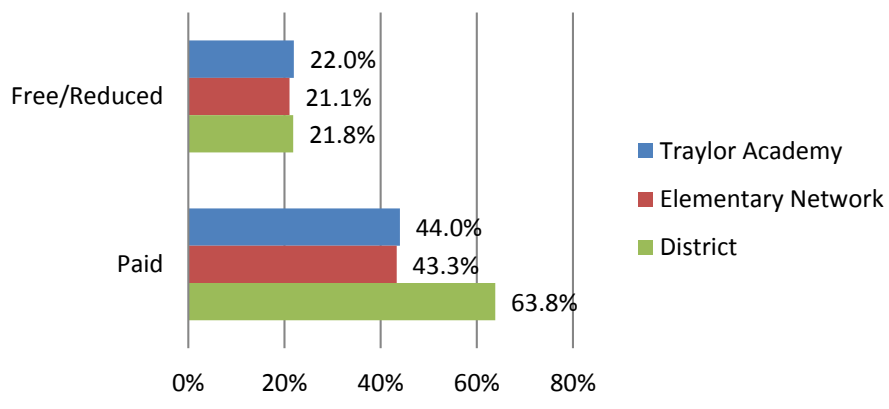
School Code: 8888

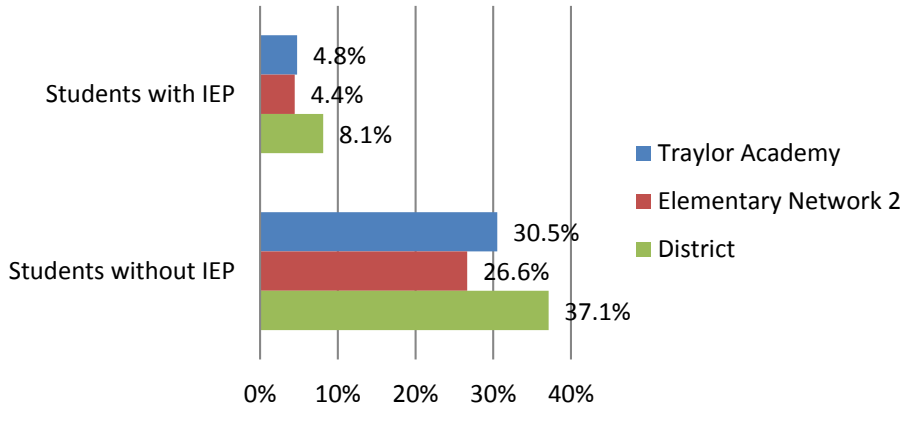
School Name: TRAYLOR ACADEMY

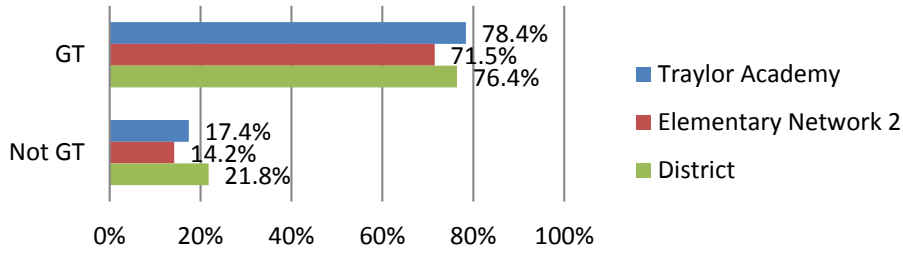
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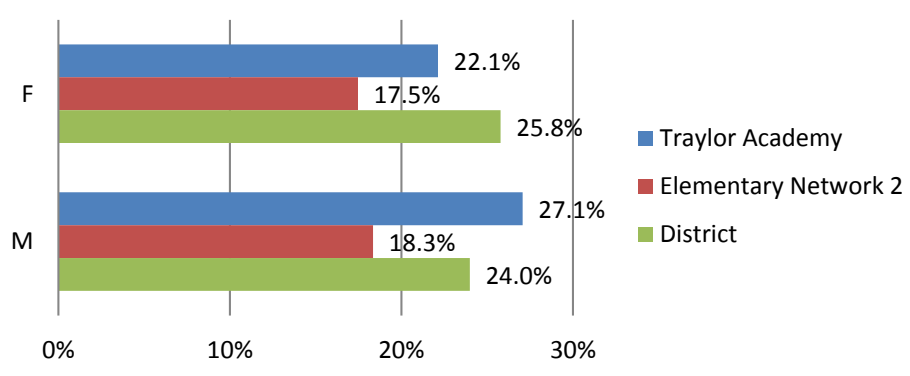
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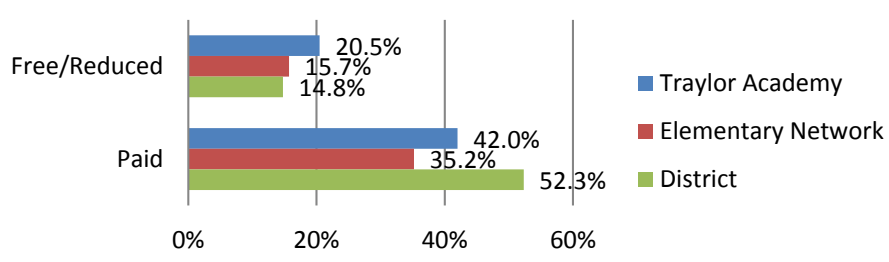
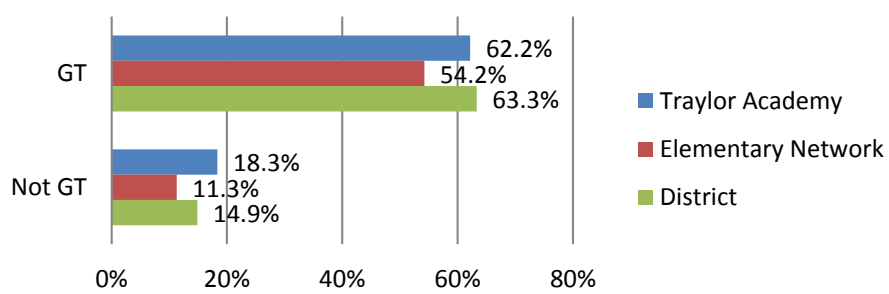
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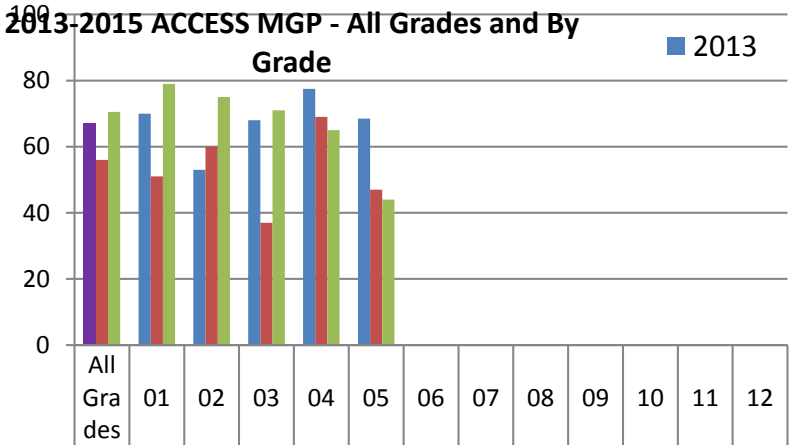
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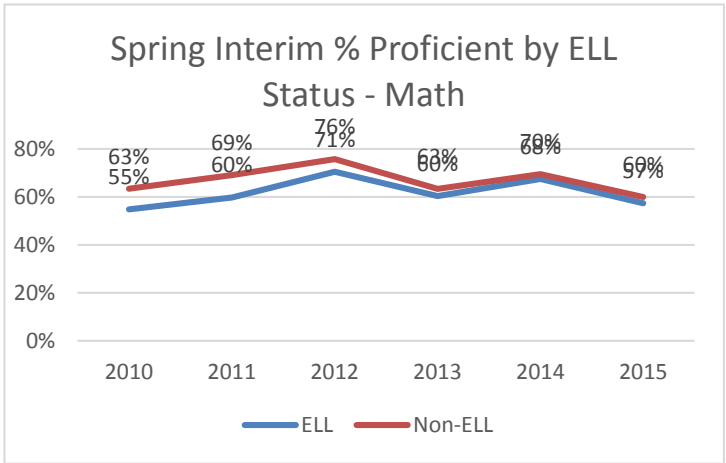
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Academic Growth Gaps	<p>We will continue to wait for future CMAS/PARCC results in 2016 to support our improvement planning and academic growth goals with two years of data.</p>  <p>Our ELLs at Traylor and our non-ELLs have the same level of decline in Math proficiency between 2014 and 2015. ELLs and non-ELLs have had similar proficiency in the past three tested years in Math on district Interims.</p>	<p>With limited data from our state testing at the time of this first draft of the UIP, we will continue to review data to determine academic growth gaps with current and Spring 2015 data.</p>	<p>Our staff needs more time to collaborate around instruction with a focus on individual student data, inquiry and CCSS expectations. In order to determine if we're succeeding in this work, we've also needed more consistent observation and feedback from school based observers.</p>

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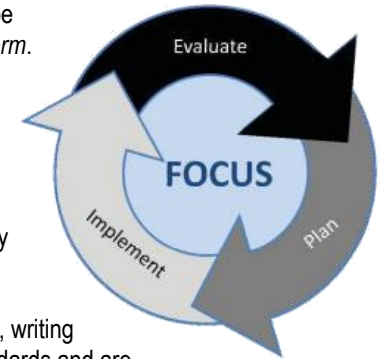
Section IV: Action Plan(s)

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>DRA/EDL 2014- 63% at or above 2015- 66% at or above</p> <p>Reading scores have increased, however at 66% proficient as measured by DRA/EDL, Traylor is still not meeting all students' needs in reading at or above grade level.</p> <p>Additional measures may be added at a later date to reflect our Anet goals.</p> <table border="1" data-bbox="546 852 1008 1209"> <thead> <tr> <th colspan="3">Traylor Academy – PARCC ELA</th> </tr> <tr> <th>Grade</th> <th>%Approaching and Above</th> <th>%Met and Above</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>61.2%</td> <td>26.3%</td> </tr> <tr> <td>3rd</td> <td>55.6%</td> <td>26.4%</td> </tr> <tr> <td>4th</td> <td>64.4%</td> <td>24.8%</td> </tr> <tr> <td>5th</td> <td>62.2%</td> <td>28.0%</td> </tr> </tbody> </table>	Traylor Academy – PARCC ELA			Grade	%Approaching and Above	%Met and Above	All Grades	61.2%	26.3%	3rd	55.6%	26.4%	4th	64.4%	24.8%	5th	62.2%	28.0%	80% at or above on DRA/EDL	85% at or above on DRA/EDL (if still used)	Progress Monitoring on DRA/EDL, Word Analysis Tasks, Anet Interims, and other individual progress monitoring.	<p>DATA DRIVEN INSTRUCTION Utilizing available data and instructional resources to provide targeted and differentiated instruction in all contents with specific focus on individual student growth. Using Data Driven Instructional time to collaborate with grade level teams on combining the benefits of different resources to support our students' preparation for CCSS and future success. OBSERVATION AND FEEDBACK/SCHOOL CULTURE: Increase opportunities for all instructional staff to receive regular and meaningful feedback about their instruction and the impact on student achievement,</p>
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		M	<p>Statewide data currently unavailable.</p> <p>District Interims (different than this year's Anet interims) 2014-69% Proficient or above 2014- 59% Proficient or above</p> <p>Our decline in mathematics proficiency, as evidenced by 2014 to 2015 district interim comparison, shows our challenge to instruct and prepare students for the complexity of the CCSS mathematics standards.</p> <table border="1" data-bbox="548 938 1010 1295"> <thead> <tr> <th colspan="3">Traylor Academy – PARCC MATH</th> </tr> <tr> <th>Grade</th> <th>%Approaching and Above</th> <th>%Met and Above</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>57.3%</td> <td>24.7%</td> </tr> <tr> <td>3rd</td> <td>68.1%</td> <td>36.1%</td> </tr> <tr> <td>4th</td> <td>47.5%</td> <td>14.9%</td> </tr> <tr> <td>5th</td> <td>59.8%</td> <td>26.8%</td> </tr> </tbody> </table>	Traylor Academy – PARCC MATH			Grade	%Approaching and Above	%Met and Above	All Grades	57.3%	24.7%	3rd	68.1%	36.1%	4th	47.5%	14.9%	5th	59.8%	26.8%	<p>75% Proficient (or equivalent on Anet interims)</p> <p>PARCC MATH Target: 75% Approaching/Above 40% Met and Above</p>	<p>Unknown at this time due to new testing and lack of state assessment data</p> <p>PARCC MATH Target: 80% Approaching/Above 50% Met and Above</p>	<p>Progress Monitoring in <i>Eureka Math</i>, Anet Interims, and other individual progress monitoring.</p>	<p><u>DATA DRIVEN INSTRUCTION</u> Utilizing available data and instructional resources to provide targeted and differentiated instruction in all contents with specific focus on individual student growth. Using Data Driven Instructional time to collaborate with grade level teams on combining the benefits of different resources to support our students' preparation for CCSS and future success. <u>OBSERVATION AND FEEDBACK/SCHOOL CULTURE:</u> Increase opportunities for all instructional staff to receive regular and meaningful feedback about their instruction and the impact on student achievement,</p>
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		S	<p>2014 CMAS – 10% Strong and Distinguished Command</p> <p>2015 CMAS – 18% Strong and Distinguished Command</p> <p>While we are seeing some small growth in command level percentages, we are still below the district average of 20% and below the state expectations for performance on science.</p>	<p>2016 – 30% Strong and Distinguished Command</p>	<p>2017 – 40% Strong and Distinguished Command</p>	<p>Continued work with TRACKS and other curricular resources and progress monitoring. Sample items and computer based CMAS preparation, released items.</p>	<p><u>DATA DRIVEN INSTRUCTION</u> Utilizing available data and instructional resources to provide targeted and differentiated instruction in all contents with specific focus on individual student growth. Using Data Driven Instructional time to collaborate with grade level teams on combining the benefits of different resources to support our students' preparation for CCSS and future success. <u>OBSERVATION AND FEEDBACK/SCHOOL CULTURE:</u> Increase opportunities for all instructional staff to receive regular and meaningful feedback about their instruction and the impact on student achievement,</p>

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		M	<p>Statewide data currently unavailable.</p> <p>District Interims (different than this year's Anet interims) 2014-69% Proficient or above 2014- 59% Proficient or above</p> <p>Our decline in mathematics proficiency, as evidenced by 2014 to 2015 district interim comparison, shows our challenge to instruct and prepare students for the complexity of the CCSS mathematics standards.</p>	<p>75% Proficient (or equivalent on Anet interims)</p> <p>PARCC MATH Target: 75% Approaching/Above 40% Met and Above</p>	<p>Unknown at this time due to new testing and lack of state assessment data</p> <p>PARCC MATH Target: 80% Approaching/Above 50% Met and Above</p>	<p>Progress Monitoring in <i>Eureka Math</i>, Anet Interims, and other individual progress monitoring.</p>	<p><u>DATA DRIVEN INSTRUCTION</u> Utilizing available data and instructional resources to provide targeted and differentiated instruction in all contents with specific focus on individual student growth. Using Data Driven Instructional time to collaborate with grade level teams on combining the benefits of different resources to support our students' preparation for CCSS and future success. <u>OBSERVATION AND FEEDBACK/SCHOOL CULTURE:</u> Increase opportunities for all instructional staff to receive regular and meaningful feedback about their instruction and the impact on student achievement,</p>																	
			<table border="1"> <thead> <tr> <th colspan="3">Traylor Academy – PARCC MATH</th> </tr> <tr> <th>Grade</th> <th>%Approaching and Above</th> <th>%Met and Above</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>57.3%</td> <td>24.7%</td> </tr> <tr> <td>3rd</td> <td>68.1%</td> <td>36.1%</td> </tr> <tr> <td>4th</td> <td>47.5%</td> <td>14.9%</td> </tr> <tr> <td>5th</td> <td>59.8%</td> <td>26.8%</td> </tr> </tbody> </table>	Traylor Academy – PARCC MATH			Grade	%Approaching and Above	%Met and Above	All Grades	57.3%	24.7%	3rd	68.1%	36.1%	4th	47.5%	14.9%	5th	59.8%	26.8%			
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						and ground these conversations in our LEAP Framework for effective instruction.
		ELP	In ACCESS MGPs, in all grade levels, Traylor achieved the following: 2013 – 67 MGP 2014 – 56 MGP 2015 – 70.5 MGP	Increase to 74 MGP	Maintain 75 MGP	WIDA Rubrics and other associated progress monitoring tools in ELD block with rubrics for Reading, Writing, Speaking and Listening, and the Avenues curriculum and formative assessments.
						<u>DATA DRIVEN INSTRUCTION</u> Utilizing available data and instructional resources to provide targeted and differentiated instruction in all contents with specific focus on individual student growth. Using Data Driven Instructional time to collaborate with grade level teams on combining the benefits of different resources to support our students' preparation for CCSS and future success. <u>OBSERVATION AND FEEDBACK/SCHOOL CULTURE:</u> Increase opportunities for all instructional staff to receive regular and meaningful feedback about their instruction and the impact on student achievement,

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Academic Growth Gaps	Median Growth Percentile, local measures	ELA	<p>DRA/EDL 2014- 63% at or above 2015- 66% at or above</p> <p>Reading scores have increased, however at 66% proficient as measured by DRA/EDL, Traylor is still not meeting all students' needs in reading at or above grade level.</p> <p>Additional measures may be added at a later date to reflect our Anet goals.</p>	80% at or above on DRA/EDL	85% at or above on DRA/EDL (if still used)	Progress Monitoring on DRA/EDL, Word Analysis Tasks, Anet Interims, and other individual progress monitoring.	<p><u>DATA DRIVEN INSTRUCTION</u> Utilizing available data and instructional resources to provide targeted and differentiated instruction in all contents with specific focus on individual student growth. Using Data Driven Instructional time to collaborate with grade level teams on combining the benefits of different resources to support our students' preparation for CCSS and future success. <u>OBSERVATION AND FEEDBACK/SCHOOL CULTURE:</u> Increase opportunities for all instructional staff to receive regular and meaningful feedback about their instruction and the impact on student achievement,</p>

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		M	<p>Statewide data currently unavailable.</p> <p>District Interims (different than this year's Anet interims) 2014-69% Proficient or above 2014- 59% Proficient or above</p> <p>Our decline in mathematics proficiency, as evidenced by 2014 to 2015 district interim comparison, shows our challenge to instruct and prepare students for the complexity of the CCSS mathematics standards.</p>	75% Proficient (or equivalent on Anet interims)	Unknown at this time due to new testing and lack of state assessment data	<p>Progress Monitoring in <i>Eureka Math</i>, Anet Interims, and other individual progress monitoring.</p> <p><u>DATA DRIVEN INSTRUCTION</u> Utilizing available data and instructional resources to provide targeted and differentiated instruction in all contents with specific focus on individual student growth. Using Data Driven Instructional time to collaborate with grade level teams on combining the benefits of different resources to support our students' preparation for CCSS and future success. <u>OBSERVATION AND FEEDBACK/SCHOOL CULTURE:</u> Increase opportunities for all instructional staff to receive regular and meaningful feedback about their instruction and the impact on student achievement,</p>

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							and ground these conversations in our LEAP Framework for effective instruction.
Postsecondary & Workforce Readiness	Graduation Rate	NA	NA	NA	NA	NA	NA
	Disag. Grad Rate	NA	NA	NA	NA	NA	NA
	Dropout Rate	NA	NA	NA	NA	NA	NA
	Mean CO ACT	NA	NA	NA	NA	NA	NA
	Other PWR Measures	NA	NA	NA	NA	NA	NA

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: : DATA DRIVEN INSTRUCTION Utilizing available data and instructional resources to provide targeted and differentiated instruction in all contents with specific focus on individual student growth. Using Data Driven Instructional time to collaborate with grade level teams on combining the benefits of different resources to support our students' preparation for CCSS and future success. **Root Cause(s) Addressed:** Our staff needs more time to collaborate around instruction with a focus on individual student data, inquiry and CCSS expectations. In order to determine if we're succeeding in this work, we've also needed more consistent observation and feedback from school based observers.

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				
DIVE BLOCKS: As a school, we created a schedule that supports all content instruction <i>and</i> a consistent time for each grade level to offer specific differentiated instruction. These "DIVE blocks" will allow students to receive additional services (GT/enrichment, SPED, speech, etc.) during a block of time when other new content is not being introduced or covered. For the 2015-16 school year, we are continuing to support the DIVE block by providing professional development opportunities for DIVE and ELD planning to ensure we are planning in	Fall 2015 – Spring 2016	Fall 2016– Spring 2017	All staff	Used student based budgeting to ensure schedule allowed for enough specials allocations to provide common plan time for classroom teachers. Salaries for some of our participating teachers are paid through support of Title I funds.	Planning in grade level and vertical teams (with interventionists and special educators) to ensure DIVE/ELD block work is aligned to student needs.	Started Fall 2013. Focus of our PD and collaborative planning on a weekly basis, two mornings per week. Continues to be a part of our daily schedule and planning throughout the entire 2015-16 school year.

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<p>grade level and vertical teams. We are also working together to share students among different classrooms during the DIVE/ELD blocks flexibly,</p>						
<p>Data Driven Instruction DDI Teams-Grade Level Collaboration to align Curricula to CCSS and DPS Scope and Sequence. Using the data inquiry cycle to ensure our curricula is being used to support students in CCSS. Weekly Backwards Planning and Data Review For the 2015-16 school year, we are improving the DDI times with a longer block of time each week, with a specific schedule to cover classrooms to increase the planning opportunities for grade level teams.</p>	<p>Fall 2015 – Spring 2016</p>	<p>Fall 2016– Spring 2017</p>	<p>All teachers, Teacher Leaders, building admin, & Senior Team Leads</p>	<p>District documents (scope and sequence, standards readiness, WIDA Docs, Anet resources) Curriculum resources (<i>Denver Literacy Plan (K-3)</i>, <i>Expeditionary Learning (4-5 ELA)</i>, <i>Eureka Math (K-5)</i>) State resources (CCSS and related sites, Anet supports) Salaries for some of our participating teachers are paid through support of Title I funds.</p>	<p>Provide PD and introduction to non-negotiables for DDI, model and flexibility to support teams in their planning (Aug/Sept.) Work with SLOs and PD associated with that work that will support and drive DDI work (August – October) Standards Readines, Anet data and resource reviews PD on district Formative assessment expectations and assessment calendars Ongoing visits and support from building Admin and Senior Team leads</p>	<p>Continued from previous years, improved this year with clearer introduction of process and facilitation of Teacher Leaders supports. (August – Oct)</p>
<p>Professional Development Planning to launch monthly learning cycles and DDI team focus & LEAP/Coaching Cycles calendar</p>	<p>Fall 2015 – Spring 2016</p>	<p>Fall 2016– Spring 2017</p>	<p>Senior Team Leads, Admin, TLs, Teachers</p>	<p>District and partner resources Salaries for some of our participating teachers are paid through support of Title I funds.</p>	<p>Provide Teachers the Learning Cycle calendar with monthly focus areas to respond to and support teachers/school PGP (Professional Growth Plans) (August) Provide teachers with clear calendar for coaching cycles and LEAP scored cycles to support their understanding of the building based observers' plans for support.</p>	<p>Already started, August through October 2015</p>

					Follow through with each month's launch of PD with a survey to get and share feedback. (Already started)	
Use of and investigation into the Formative Assessments and Pre/Post-Assessments aligned to CCSS found in Eureka Math & Expeditionary Learning curricula and in Anet	Fall 2014 – Spring 2015	Fall 2015 – Spring 2016	All teachers, Teacher Leaders, building admin, & Senior Team Leads	District documents (scope and sequence, standards readiness, WIDA Docs, Anet resources) Curriculum resources (<i>Denver Literacy Plan (K-3)</i> , <i>Expeditionary Learning (4-5 ELA)</i> , <i>Eureka Math (K-5)</i>) State resources (CCSS and related sites, Anet supports) Salaries for some of our participating teachers are paid through support of Title I funds.	Formative and Pre/Post Assessments being created and administered. Use of data to inform whole group and individual student's instructional decisions Benchmarks will include grade level and individual teacher meetings and planning sessions and data review meetings using formative assessments provided/creating new formative assessments.	Started/continued Fall 2015
Some action steps from the next improvement strategy may be included in this strategy at a later date depending on school participants' input.						

* 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: OBSERVATION AND FEEDBACK/SCHOOL CULTURE: Increase opportunities for all instructional staff to receive regular and meaningful feedback about their instruction and the impact on student achievement, and ground these conversations in our LEAP Framework for effective instruction. **Root Cause(s) Addressed:** Our staff needs more time to collaborate around instruction with a focus on individual student data, inquiry and CCSS expectations. In order to determine if we're succeeding in this work, we've also needed more consistent observation and feedback from school based observers.

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				
Clearly introduce our Differentiated Roles efforts to staff, parents and students to support this improvement strategy. Create a clear communication strategy to support the Senior Team Leads' work at Traylor	Fall 2015 – Spring 2016	Fall 2016– Spring 2017	Principal, AA, and Senior Team Leads	TIF/District Grant, .5 FTE for each Senior Team Lead Other district resources in the form of support personnel for Senior Team Leads	Communication to staff via summer letters and documents Invitation to staff to join a Senior Team Lead's team Creation of Team Leads' and Principal/AA teams Shared documents outlining work and supports associated with Senior Team Leads Letters to parents and surveys to staff and parents (periodically) to support our continued work	Started in August 2015
Professional Development Planning to launch monthly learning cycles and DDI team focus & LEAP/Coaching Cycles calendar	Fall 2015 – Spring 2016	Fall 2016– Spring 2017	Senior Team Leads, Admin, Tls, Teachers	District and partner resources Salaries for some of our participating teachers are	Provide Teachers the Learning Cycle calendar with monthly focus areas to respond to and support	Already started, August through October 2015

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				paid through support of Title I funds.	<p>teachers/school PGP (Professional Growth Plans) (August)</p> <p>Provide teachers with clear calendar for coaching cycles and LEAP scored cycles to support their understanding of the building based observers' plans for support.</p> <p>Follow through with each month's launch of PD with a survey to get and share feedback. (Already started</p>	
<p>Re-introduce the LEAP Instructional Framework as a staff in preparation for continued use of these resources as growth tools</p> <p>Norming sessions around LEAP with all teachers and building based observers to ensure a consistent understanding of the teacher evaluation system</p>	Fall 2015 – Spring 2016	Fall 2016– Spring 2017	Principal, AA, Senior Team Leads, Teachers	<p>No funds needed, integrate into regular professional development. Salaries for some of our participating teachers are paid through support of Title I funds.</p> <p>Continued use of the TIF/District support for the release time for our Senior Team Leads</p>	<p>Introduction/Re-introduction of LEAP Framework for Effective Teaching & Professionalism rubric</p> <p>Completion of the viewing of a norming video, with a frame and purpose for the work.</p> <p>Continued conversations in grade level teams, whole staff meetings and reflective feedback conversations</p>	Already started
	Fall 2015 – Spring 2016	Fall 2016– Spring 2017	Principal and teachers	No funds needed	Conduct various meetings to determine interest and questions. Complete school readiness check for the Differentiated Roles work.	Started, Fall 2014

	Fall 2015 – Spring 2016	Fall 2016– Spring 2017	Principal and interested teachers	No funds needed		
Apply to the Differentiated Role/Teacher Leadership and Collaboration for 2016-17 School year (and for full implementation in future years)	Fall 2015 – Spring 2016	Fall 2016– Spring 2017	Principal, AA, Senior Team Leads and Teacher team who commit to the application process	No funds needed for this work for the application. We	Work to compile all feedback from the school year's experience so far with Senior Team Leads. Collect district and school survey data. Meet with consultants and district partners to review Traylor Design Team's plan. Integrate parent feedback on the experience so far this year (15-16). Complete "renewal" Application, revise, and plan for specific model we may adopt and employ in 2016-16.	Started this process October 2015
Identify focus for learning labs, and host learning labs throughout the year. Teachers will work with Senior Team Leads, Principal, AA and Teacher Leaders to ensure there is a clear purpose for the visits and quality time for debrief	Fall 2015 – Spring 2016	Fall 2016– Spring 2017	Teacher Leaders, Senior Team Leads, Admin, Teacher volunteers and visitors	Funds for substitutes and other resources will come from school budget (general fund and professional development budget.)	Completion of Learning Lab each trimester. Participation of each teacher as a visitor or learning lab teacher every year	Started planning for the 15-16 school year. Completed labs in 14-15 school year.
Facilitate frequent classroom visits between teachers, based on need from a teacher's self-assessment or from feedback from building based observers.	Fall 2015 – Spring 2016	Fall 2016– Spring 2017	Principal, AA, Senior Team Leads and Teachers	We will work to complete these frequent visits with use of coverage within our building to ensure we are saving funds for other students' needs. Salaries for some of our participating	As we continue with the Differentiated Roles work, we will need to continue to norm and refine our understanding of effective instructional practices. This will be accomplished through frequent, targeted visits and debrief opportunities with	Already started, Fall 2015

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				teachers are paid through support of Title I funds.	teachers involved and admin/Senior Team Leads.	
Principal, AA, and Senior Team Leads will increase the observation and feedback opportunities for teachers. Building based observers' presence in classrooms will be increased from previous years.	Fall 2015 – Spring 2016	Fall 2016– Spring 2017	Principal, AA and Senior Team Leads	<p>No funds needed for increased observations. Principal's and AA's participation in the School Administrator Manager (SAM) program through a district fund will support this work.</p> <p>The additional TIF/District funds for the Senior Team Leads release time will support this action step.</p>	<p>AA, Principal and Senior Team Leads will focus on their teacher teams' classrooms, data, and instruction – weekly meetings, visits and data review.</p> <p>Principal, AA, and Senior Team Leads will follow or surpass the district expectations for timelines and frequency of observations with our teachers.</p> <p>Principal and SAM team will establish list of first responders that will allow the AA and the Principal to complete their observations as a priority, and allow other building personnel to manage other tasks unrelated to this improvement strategy.</p> <p>Principal, AA, Senior Team Leads will follow and complete trackers on Google Drive to document and set ongoing goals for LEAP (scored) visits and coaching (unscored) visits. The tracker will capture dates,</p>	Ongoing – started Fall 2015

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				<p>focus, and the feedback/action steps decided from that visit. The frequency/# of the visits will be shared with all staff to support our goals of feedback and transparency.</p>	
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

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

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