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Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 1010   District Name: COLORADO SPRINGS 11 School Code: 7556   School Name: SABIN MIDDLE SCHOOL
Official 2014 SPF: 3-Year

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.*

- **Writing Achievement:** In Writing, the % (Proficient/Advanced) P/A has been rated as "Approaching" all three years on the (Transitional Colorado Assessment Program) TCAP with scores increasing from 48.24% to 51.88% then decreasing to 47.55%.
- **Writing Growth:** Writing has been rated "Approaching" in 2012 and 2013, then "Does Not Meet" in 2014
- **Writing Growth Gaps:** In Writing, scores improved slightly between 2012 and 2013, but in 2014, all five dis aggregated groups are rated as "Does Not Meet" with Students with Disabilities having the greatest gap of 35 Median Growth Percentile (MGP) compared to the 90 Median Adequate Growth Percentile (MAGP).

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.*

- **Cognitive complexity:** Lack of alignment of levels of (Depth of Knowledge) DOK/rigor across learning opportunities
- **Tier II and III Instruction:** Consistent, effective interventions monitored and assessed every 4 to 6 weeks are needed by all students at Tier II and III, so that they are able to demonstrate appropriate and expected growth.

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.*

- **Alignment of Cognitive Complexity:** Alignment of levels of cognitive complexity (rigor, DOK) of learning targets, learning activities/questions, and classroom assessments
- **Tier II and III:** Tier II and III interventions implemented, monitored and assessed every 4 to 6 weeks to measure effectiveness.
- **Parent Involvement:** Increase parent and community involvement

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

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Section II: Improvement Plan Information

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)   ☐ Colorado Graduation Pathways Program   ☐ School Improvement Support Grant   ☐ Other:

School Contact Information	
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Additional Information about the School

| Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	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

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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.
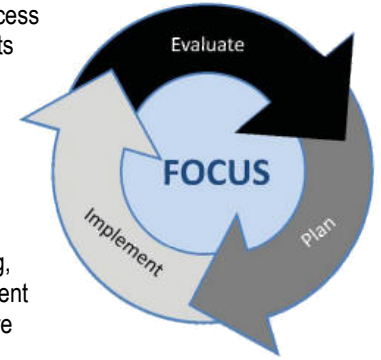
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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.

1. 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., SAC).

Description: Sabin is a 6th-8th grade middle school, built in 1975, located in suburban Colorado Springs. We currently enroll about 825 students. 59% of Sabin students are free or reduced lunch (FRL. Our current ethnicity breakdown is as follows, American Indian-0.5%, Asian-2%, Black-9.6%, Hispanic-32.3%, White-47.1%, and two or more ethnicities-8.4%. Attendance rate is 97%. The male to female student ratio is 50.6%: 49.3%. Six percent of our student population qualifies for (English as a Second Language) ESL services. 7.4% of our students have learning disabilities and qualify for an (Individual Educational Plans) IEPs, and 16% of our students qualify for gifted and talented services. We have 55 teachers, and 14 classroom aides (special education support). Participants in the (Unified Improvement Plan) UIP process include our UIP writing team of teachers and administrators and the School Accountability Committee) SAC parent committee. Some of those listed above also particpated in a root cause analysis in May 2014 and again in May 2015, and to determine progress of prior year goals.

2. Prior Year Targets
Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

Academic Achievement (Status)

Prior Year Target: In Reading on the state assessment, students will perform at the P/A level sufficient to increase the school's percentile to 41.
Performance on Target: N/A: Data not available

Prior Year Target: In Math on the state assessment, students will perform at the P/A level sufficient to increase the school's percentile to 45.
Performance on Target: N/A: Data not available

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Prior Year Target: In Writing on the state assessment, students will perform at the P/A level sufficient to increase the school's percentile to 36.
Performance on Target: N/A: Data not available

Academic Growth

Prior Year Target: In Reading on the state assessment, MGP will increase to 51.
Performance on Target: N/A: Data not available

Prior Year Target: In Math on the state assessment, MGP will increase to 40.
Performance on Target: N/A: Data not available

Prior Year Target: In Writing on the state assessment, MGP will increase to 40.
Performance on Target: N/A: Data not available

Prior Year Target: In ELP on the state assessment, MGP will increase to 55.
Performance on Target: N/A: Data not available

Academic Growth Gaps

Prior Year Target: In Reading, ped, ELL and catchup all did not make AGP Sped-42 MGP ELL-45 MGP Catchup-47 MGP; All areas need to move up at least 5 MGP points per year
Performance on Target: N/A: Data not availble

Prior Year Target: In Math, FRL, minority and sped each scored 1 point out of 4 available FRL-37 MGP Minority-37 MGP Sped-39 MGP; All 3 areas need to move up to 40 MGP to earn 2 points out 4 available
Performance on Target: N/A: Data not availble

Prior Year Target: In Writing, FRL, minority, sped, and catchup each scored 1 point out of 4 available FRL-38 MGP Minority-38 MGP Sped-35 MGP Catchup-39 MGP; All 4 areas need to move up to 40 MGP to earn 2 points out 4 available.
Performance on Target: N/A: Data not available

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3. Current Performance
Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

Reflection

Areas that were approaching: Academic Achievement-reading, writing, and math, Academic Growth-English language proficiency, Academic Growth Gaps-reading (students with disabilities, English learners, students needing to catch up, math (English learners, students needing to catch up), writing (English learners Areas that did not meet: Academic Achievement-none, Academic Growth-Math and writing, Academic Growth Gaps-reading (none), math (free/reduced lunch, minority students, students with disabilities), writing (free/reduced lunch, minority students, students with disabilities, students needing to catch up) Sabin Middle School students increased scores in the following areas: * Academic Growth-English language proficiency * Academic Growth Gaps-reading for students with disabilities * Academic Growth Gaps-math for students with disabilities.

Sabin Middle School students 2.6 points below the Improvement status. Last year, data indicated a need for increasing the growth of our inclusion-special education students in all content areas. Growth was shown for this group of students in both reading and math. We believe that this growth is a direct reflection of the following actions from the 2013-14 USIP action plan: engagement in a "Quality Indicators Review," observations at area schools whose students with IEPs were growing more than ours, and engagement in co-teaching opportunities. Our root cause analysis in May 2014 indicated that writing is our significant opportunity for growth. Student groups needing to demonstrate increased growth in writing are: students eligible for free/reduced lunch, minority students, students with disabilities, and students needing to catch up. Of these, the greatest gap between median growth percentile and adequate growth percentile was students with disabilities. Sabin Middle school students increased their percent scoring at benchmark from one year to the next in CMAS Science and Social Studies, 16.8% to 18.9% in Science and 8.9% to 10% in Social Studies. When comparing (Northwest evaluation Association Measures of Academic Progress) NWEA MAP data Spring 2014 to 2015 6th grade declined in mean RIT score in Math 222 to 217 and Reading 213 to 209, 7th grade RIT score was virtually no change in Math 226 to 225 and increase in Reading 215 to 218, and 8th grade RIT score was virtually no change in Math 227 to 228 and Reading 221 to 220. Sabin has not seen the gains that we had hoped to see in MAP data, the amount of spring testing could be one determinant in the lack of achievement.

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4. Trend Analysis
Provide a description of the trend analysis that includes at least three years of data (state and local data). 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.

Academic Achievement (Status)

- Using three one-year SPFs, in Reading, the % P/A has been rated as "Approaching" all three years with scores slightly increasing from 65.45% in 2012 to 67.91% in 2013 and slightly decreasing to 63.61 in 2014. This is notable because scores are below the state's 50th percentile expectation of 71.43% P/A.
- Using three one-year SPFs, in Math, the % P/A has been rated as "Approaching" all three years with scores increasing from 39.84% in 2012 to 48.2%in 2013, then decreasing to 44% in 2014. This is notable because scores are the state's 50th percentile expectation of 52.48%.
- Using three one-year SPFs, in Writing, the % P/A has been rated as "Approaching" all three years with scores increasing from 48.24% to 51.88% then decreasing to 47.55%. This is notable because scores are below the states 50th percentile expectation of 57.77%.

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Academic Growth

- Academic Growth was at 33.3 in 2011, increased to 53.6% in 2012, increased to 57.1% in 2013, and decreased to 42.9% in 2014. This is notable because Growth is now rated as "Does Not Meet" overall.
- Using three one-year SPFs, Math has been rated as "Does Not Meet", then "approaching", then "Does Not Meet". This is notable because of the "Does Not Meet" rating, and the MGP of 36 is well below 45.
- Using three one-year SPFs, Writing has been rated "Approaching" in 2012 and 2013, then "Does Not Meet" in 2014. This is notable because the rating has dropped and the MGP of 36 is well below 45.
- Using three one-year SPFs, ELP has been rated as "Meets" in 2012 then "Approaching" in 2013 and 2014. This is notable because the trend has decreased and adequate growth is not being met.
- Using three one-year SPFs, Reading has been rated "Meets" in 2012 and 2013, but dropped to "Approaching" in 2014. This is notable because the MGP dropped below 45.

Academic Growth Gaps

- Academic Growth Gaps were at 31.7% in 2011, up to 41.7% in 2012,up to 50% in 2013, and decreased to 41.7% in 2014. This is notable because the overall score is rated as "Approaching".
- Using three one-year SPFs, in Reading, Students with disabilities have improved from Does Not Meet" in 2012 to "Meets" in 2014. They are the only group to obtain a "Meets" rating in 2014, with all other groups "Approaching". This is notable because subgroups are not making adequate growth.
- Using three one-year SPFs, in Math, scores generally improved from 2012 to 2013, but in 2014 FRL, Minority and ELL are all rated as "Does Not Meet" and Student with Disabilities and Students needing to catch up are"Does Not Meet". This is notable because subgroups are not making adequate growth.
- Using three one-year SPFs in Writing, scores improved slightly between 2012 and 2013, but in 2014, all five disaggregated groups are rated as "Does Not Meet". This is notable because subgroups are not making adequate growth.

Priority Performance Challenges and Root Cause Analysis

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

Root Cause: 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 strategies is encouraged.

Priority Performance Challenge	⟶	Root Cause

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Writing Achievement: In Writing, the % (Proficient/Advanced) P/A has been rated as "Approaching" all three years on the (Transitional Colorado Assessment Program) TCAP with scores increasing from 48.24% to 51.88% then decreasing to 47.55%.

$\Longrightarrow$ Cognitive complexity: Lack of alignment of levels of (Depth of Knowledge) DOK/rigor across learning opportunities

Writing Growth: Writing has been rated "Approaching" in 2012 and 2013, then "Does Not Meet" in 2014

$\Longrightarrow$ Tier II and III Instruction: Consistent, effective interventions monitored and assessed every 4 to 6 weeks are needed by all students at Tier II and III, so that they are able to demonstrate appropriate and expected growth.

Writing Growth Gaps: In Writing, scores improved slightly between 2012 and 2013, but in 2014, all five dis aggregated groups are rated as "Does Not Meet" with Students with Disabilities having the greatest gap of 35 Median Growth Percentile (MGP) compared to the 90 Median Adequate Growth Percentile (MAGP).

$\Longrightarrow$ Tier II and III Instruction: Consistent, effective interventions monitored and assessed every 4 to 6 weeks are needed by all students at Tier II and III, so that they are able to demonstrate appropriate and expected growth.

Reflection on Priority Performance Challenges

Priority Performance Challenges: As indicated above, writing scores have been stagnant or decling over the last three years. The USIP writing team recognized this trend in May 2014 at a root causes analysis, and determined that Writing was highest priority for improved student achievement. Although gains were made for students with disabilities in reading and math last year, students with disabilities continue to be an area of focus for us. Areas that are attainable in one year are: Academic growth: Math-need to move from 38 to 40 AGP to move from 1/4 points to 2/4 points. Writing-need to move from 39 to 40 AGP to move from 1/4 points to 2/4 points. Academic Growth Gaps: Math (FRL)-need to move from 37 to 40 AGP to move from 1/4 points to 2/4 points Math (Minority students)- need to move from 37 to 40 AGP to move from 1/4 points to 2/4 points Math (students with disabilities)- need to move from 39 to 40 AGP to move from 1/4 points to 2/4 points Writing (FRL)- need to move from 38 to 40 AGP to move from 1/4 points to 2/4 points Writing (Minority students)- need to move from 38 to 40 AGP to move from 1/4 points to 2/4 points Writing (students needing to catch up)- need to move from 39 to 40 AGP to move from 1/4 points to 2/4 points. Local data would suggest that this is still an area of challenge and we will continue to improve as we focus on writing within common assessments. Common assessments in writing will be monitored and used

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to drive instruction. Sabin is looking at the growth from quarter to quarter of those common assessments.

Reflection on Root Cause

Root cause analysis was conducted through a Root Cause Analysis Process, examining the past four years' data by a group of teacher leaders, in conjunction with administrators. The team used a Problem Analysis, combined with a SOLVE Process (State the problem, Organize relevant information, Look for possible causes, Vet possible causes, and Ensure we've found true cause). Initially, that process resulted in a root cause that stated that we do not expect the same levels of rigorous thinking for all students. The USIP team then completed a Driver Diagram, which outlined the behaviors we would see if this were our true root cause. A validation team was given the driver diagram, and observed in 36 different classrooms on September 25, 2014. They found that our true root cause was actually a misalignment in the DOK (rigor) level of learning targets, activities/questions, and classroom assessments. In September of 2015 a district team visited classrooms again to determine progress around learning targets, activities/questions, and classroom assessments and determined this to be a continued area of focus.

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1. Summary/Conclusion

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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*.

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).   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.
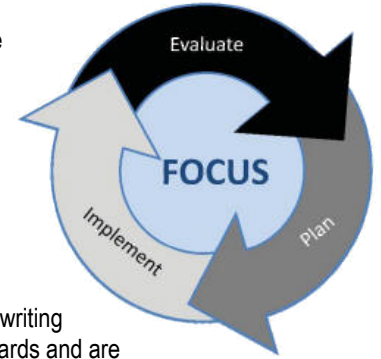
Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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.

School Target Setting Form

Academic Achievement (Status)

Subject		R
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Increase the percentage of 6th Grade students scoring at the grade Level or higher in Reading from RIT Norm 207 to 211 by May 2016 as measured by NWEA MAP Increase the percentage of 6th Grade students scoring 60th Percentile/higher in Reading from 22% to 40% by May 2016 as measured by NWEA MAP Increase the percentage of 7th Grade students scoring at the grade Level or higher in Reading from RIT Norm 209 to 218 by May 2016 as measured by NWEA MAP Increase the percentage of 7th Grade students scoring 60th Percentile/higher in Reading from 29% to 47% by May 2016 as measured by NWEA MAP Increase the percentage of 8th Grade students scoring 60th Percentile or higher in Reading from 39% to 55% by May 2016 as measured by NWEA MAP
	2016-2017	Maintain or increase the school's percentile in reading based upon the 15-16 state assessment data, NWEA, and common assessments given quarterly.

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Interim Measures	NWEA MAP Achieve 3000 Baseline year for Read 180

Subject	W
Priority Performance Challenge	
Annual Performance Targets	**2015-2016**	Increased percentage of 6h Grade students scoring at the grade Level or higher in Writing from RIT Norm 206 to 211 by May 2016 as measured by NWEA MAP Increased percentage of 6th Grade students scoring proficient/higher in Writing by 20% from Fall 2015 Baseline % by May 2016 as measured by Common Classroom Writing Assessment (Informational, Argumentative) Increased percentage of 7th Grade students scoring proficient/higher in Writing by 20% from Fall 2015 Baseline % by May 2016 as measured by NWEA MAP Increased percentage of 7th Grade students scoring proficient/higher in Writing by 20% from Fall 2015 Baseline % by May 2016 as measured by Common Classroom Writing Assessment (Informational, Argumentative) Increased percentage of 7th Grade students scoring proficient/higher in Writing by 20% from Fall 2015 Baseline % by May 2016 as measured by Common Classroom Writing Assessment (Informational, Argumentative) Increase the percentage of 8th Grade students scoring at the Grade Level or higher in Writing from RIT Norm 214 to 216 by May 2016 as measured by NWEA MAP Increased percentage of 8th Grade students scoring proficient/higher in Writing by 20% from Fall 2015 Baseline % by May 2016 as measured by Common Classroom Writing Assessment (Informational, Argumentative)
	2016-2017	Maintain or increase the school's percentile in writing based upon the 15-16 state assessment data, NWEA, and common assessments given quarterly.
Interim Measures		NWEA MAP RIT norm, projected proficiency Common Assessments

Subject	M
Priority Performance Challenge	
Annual Performance Targets	**2015-2016**	Increase the percentage of 6th Grade (subgroup) students scoring at the grade Level or higher in Math from RIT Norm 202 to 218 by May 2016 as measured by NWEA MAP Increase the percentage of 6th Grade students scoring 60th Percentile or higher in Math from 6% to 25% by May 2016 as measured by NWEA MAP Increase the percentage of 7th Grade students scoring at the grade Level or higher in Math from RIT Norm 201 to 223 by May 2016 as measured by NWEA MAP Increase the percentage of 7th Grade students scoring 60th Percentile or higher in Math from 27% to 45% by May 2016 as measured by NWEA MAP Increase the percentage of 8th Grade students scoring at the grade Level or higher in Math from RIT Norm 211 to 226 by May 2016 as measured by NWEA MAP Increase the percentage of 8th Grade students scoring 60th Percentile or higher in Math from 30% to 50% by May 2016 as

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		measured by NWEA MAP
	2016-2017	Maintain or increase the school's percentile in math based upon the 15-16 state assessment data, NWEA, and common assessments given quarterly.
Interim Measures		NWEA MAP RIT Norm and Projected Proficiency Common Assessments

Academic Growth

Subject		R
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Increase the percentage of 7th Grade Students meeting NWEA MAP Reading projected growth targets from 45.9% to 75% by May 2016 Increase the percentage of 8th Grade Students meeting NWEA MAP Reading projected growth targets from 68.5% to 85% by May 2016
	2016-2017	Increase or maintain MGP of 45 and exceed the MAGP
Interim Measures		NWEA MAP Projected Percentile Common assessments Read 180

Subject		W
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Increase the percentage of 7th Grade Students meeting NWEA MAP Writing projected growth targets from Baseline to 80% by May 2016 Increase the percentage of 8th Grade Students meeting NWEA MAP Writing projected growth targets from Baseline to 80% by May 2016
	2016-2017	Increase or maintain MGP of 48 and exceed the MAGP.
Interim Measures		NWEA MAP Projected Percentile Common Level Writing Rubrics

Subject		M
Priority Performance Challenge		
Annual Performance	2015-2016	Increase the percentage of 7th Grade Students meeting NWEA MAP Math projected growth targets from 40.3% to 70% by May 2016

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Targets		Increase the percentage of 8th Grade Students meeting NWEA MAP Math projected growth targets from 59.18% to 80% by May 2016
	2016-2017	Increase or maintain MGP of 69 and exceed the MAGP
Interim Measures		NWEA MAP Projected Growth Percentile Common Assessments

Subject		ELP
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Increase the percentage of 7th Grade Students meeting NWEA MAP Math projected growth targets from 28.57% to 60% by May 2016
	2016-2017	Increase or maintain schools growth on MGP to meet state MAGP
Interim Measures		NWEA MAP Projected Percentile Common Assessments

Academic Growth Gaps

Subject		R
Priority Performance Challenge		
Annual Performance Targets	2015-2016	The subgroup MGP will be at a minimum of 45 and will exceed the MAGP for all reportable groups in reading.
	2016-2017	Increase or maintain schools growth on MGP to meet state MAGP
Interim Measures		NWEA MAP Common assessments Achieve 3000

Subject		W
Priority Performance Challenge		
Annual Performance Targets	2015-2016	The subgroup MGP will be at a minimum of 54 and will exceed the MAGP for all report-able groups in writing.
	2016-2017	Increase or maintain schools growth on MGP to meet state MAGP
Interim Measures		NWEA MAP Common assessments

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Subject		M
Priority Performance Challenge		
Annual Performance Targets	2015-2016	The subgroup MGP will be at a minimum of 73 and will exceed the MAGP for all report-able groups in math.
	2016-2017	Maintain or increase MGP to a minimum of 73 and will exceed the MAGP for all report-able groups in math.
Interim Measures		NWEA MAP Common Assessments

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Action Planning Form for 2015-16 and 2016-17

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. 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.

Major Improvement Strategy: Alignment of Cognitive Complexity
Alignment of levels of cognitive complexity (rigor, DOK) of learning targets, learning activities/questions, and classroom assessments

Root Cause(s) Addressed:
Cognitive complexity

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) ☐ Colorado Graduation Pathways Program ☐ Other:

Action Steps	
Aug. 2015 - May. 2017	**Disciplinary Literacy** **Description:** Engage teachers and students in school-wide effective Literacy Practices: Close Reading/Reciprocal Teaching, book study, Achieve 3000, Nonfiction reading, close reading and constructed responses for science and social studies Reading strategies are evident with an emphasis on nonfiction text, academic vocabulary, offered at appropriate text complexity levels. **Implementation Benchmarks:** • Reading strategies are explicitly taught and modeled across subjects. • Texts studied at each grade level and in each class are appropriately complex and increase in the level of

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nonfiction.

• A systematic program for academic vocabulary Tier II and Tier III words is in place and students are provided multiple opportunities to use them in context through writing, reading, listening, and speaking.

• Data from formative assessments provides evidence of student progress and informs strategy selection and re-teaching.

• There is evidence of critical thinking-based comprehension of text with close reading used for supporting students' comprehension and text-based answers.

• There is evidence of a vertically aligned literacy framework.

• Evidence of students' monitoring their own comprehension / use of reading strategies

Resources:

Content focus days (professional development) (Professional Learning Community) PLC time for professional development, discussion

Key Personnel:

Classroom teachers Content facilitators (PD)

Status:

In Progress

Aug. 2015 - May. 2017	**Writing** **Description:** Writing daily, citing evidence to inform or to make an argument, to inform or explain focused research projects, to demonstrate knowledge and understanding is emphasized. **Implementation Benchmarks:** Implementation Targets: • Research-based writing strategies are explicitly taught and modeled across subjects. • There are multiple opportunities for students to write for different purposes and audiences. • Writing at each grade level and in each course is evaluated using a consistent common scoring guide/rubric and

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increases in the level of argumentative/explanatory genre

- A range of anchor papers/benchmark work is used to illustrate learning goals and support feedback for students.

- Students leverage the writing process for developing essays, reports, research papers, and other compositions.

- Collaborative scoring occurs, at a minimum, monthly and teachers use a common rubric/scoring guide to evaluate student performance and provide feedback.

- Students cite evidence in their writing to inform or make an argument.

- Evidence of students monitoring their own writing progress using rubrics

- Students engage in metacognitive discussion in which they reflect upon how they have personalized specific strategies.

Resources:

Professional development opportunities through PLC times and staff meetings

Key Personnel:

All classroom teachers Professional development opportunities through

Status:

In Progress

Aug. 2015 - May. 2017

PLC Collective responsibility

Description:

for reading, writing, speaking and listening lies with all teachers within the school regardless of curriculum and content focus.

Implementation Benchmarks:

- Research-based reading and writing strategies to emphasize school-wide are agreed-upon and implemented.

- Common meta cognition strategies and thinking tools are evident across content area and grade levels.

- School-wide Learning progressions are articulated and common scoring guides/rubrics are used.

- Within each course of study students engage in dialogue, collaboration, and informal and formal oral

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presentations.

•   Each teacher and team sets grade level or course-specific goals for increasing literacy in their classroom as reflected in curriculum, instruction, and assessment.

•   Professional learning is designed and implemented to ensure all teachers acquire the skills and abilities to collaboratively design, teach, model, and evaluate effective literacy strategies across content areas.

•   Evidence of student involvement in the measurement of their progress.

Resources:

Professional development opportunities through PLC times and staff meetings

Key Personnel:

All classroom teachers Professional development opportunities through PLC

Status:

Not Started

| Aug. 2015 - May. 2017 | **Formative Assessment** |

Description:

Learning goals drive the design of the assessment and type of items (e.g. checks for understanding, pre- and post-assessments, selected response, constructed response, or performance assessment).

Implementation Benchmarks:

•   Teacher created Common Formative Assessments are

focused, precise, and aligned to priority

standards.

•   Data collection includes the number and names of students at different levels of performance

•   Data collected will primarily inform current instructional planning and subsequently inform remediation/intervention needs.

•   Aligned assessment content ensures the highest levels of DOK to achieve learning goal.

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	• Students demonstrate ownership of the learning goal through involvement in rubric design and self-assessment.
	• Learning goals are explicitly aligned with priority standards and clearly state what students should know and be able to do from the lesson.
	• Students are self-aware of the feedback from formative assessment and demonstrate adjustments to their learning based on this feedback.
	• Formative assessment strategies are appropriately developed and used to align with the expectations of the learning goal.
	• Teachers are aware of the learning progression and scaffolding that is needed to master the learning goal. Teachers are using the feedback from students and the assessments to adjust instruction to meet the learning goal.
	• Frequent, appropriate, and effective formative assessment strategies are used to determine need for intervention.
	Resources: Professional development opportunities through PLC times and staff meetings
	Key Personnel: All classroom teachers Professional development opportunities through PLC
	Status: In Progress
Aug. 2015 - May. 2017	**Backward design Description**
	Description: Instructional design is standards-aligned and collaboratively planned to address learner needs.
	Implementation Benchmarks:
	• Teachers can demonstrate an understanding of vertical alignment across content and grades.
	• All instruction has a purpose connected to the standard and lesson objectives. Instruction is designed at an age appropriate level.
	• Formative assessments are visible on a daily basis and are used to inform instruction.

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•   Data teams utilize common formative assessments to plan instruction collaboratively.

- Data teams utilize common formative assessments to plan instruction collaboratively.
- Multiple instructional opportunities exist for students

to become proficient.

- Instructional design shows evidence of anticipation and preparation for addressing potential learner misunderstandings.
- Learner needs are identified and addressed as an outcome of collaborative work.
- Curriculum units are consistently aligned with

prioritized standards.

Learning goals are posted in student-friendly

language

Resources:

Content facilitator(s) to lead the training

Key Personnel:

All teachers and administrators

Status:

In Progress

Major Improvement Strategy: Tier II and III
Tier II and III interventions implemented, monitored and assessed every 4 to 6 weeks to measure effectiveness.

Root Cause(s) Addressed:
Tier II and III Instruction

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

Action Steps	
Aug. 2015 - May. 2017	**Odyssey Math** **Description:** Implement Odyssey Math **Implementation Benchmarks:** Monthly Odyssey data reports **Resources:** Odyssey program Computer access for students Tutorial budget (math tutor) **Key Personnel:** Math tutor Special education teachers **Status:** In Progress
Aug. 2015 - May. 2017	**Reading Classes**

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Description:

Implement read 180 classes (6th and 7th grade), teaching students to analyze and write about multiple texts

Implementation Benchmarks:

Monthly Achieve 3000 data reports.

Read 180 baseline data.

Resources:

FTE Achieve 3000 access Student computer access

Read 180 curriculum

Key Personnel:

4 reading teachers

Status:

In Progress

Aug. 2015 - May. 2017	**Fundamentals Classes** **Description:** Implement Fundamentals classes **Implementation Benchmarks:** Weekly progress monitoring of all students with an IEP **Resources:** 7 FTE for Special Education PD for Writer's Workshop, Achieve 3000, Odyssey, and TransMath TransMath materials

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	Key Personnel: 7 Special Education teachers **Status:** In Progress
Aug. 2015 - May. 2017	**Co-Teaching** **Description:** Implement co-taught classes **Implementation Benchmarks:** Weekly progress monitoring of all students with an IEP **Resources:** 7 FTE for Special Education **Key Personnel:** 7 Special Education teachers **Status:** In Progress

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Major Improvement Strategy: Parent Involvement
Increase parent and community involvement

Root Cause(s) Addressed:

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

☒ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program ☐ Other:

Action Steps	
Aug. 2015 - May. 2017	**Communication** **Description:** is clear, effective, and frequent utilizing multiple avenues and reflective of the needs the school community. **Implementation Benchmarks:** • Parents and community stakeholders can articulate the process that the school uses for two-way communication. • The school continues to monitor the communication strategy for effectiveness and training needs. • Teachers and administrators demonstrate timely and effective response to parent and community-initiated communication. • Teachers and administrators demonstrate an understanding of the value of strong communication with parents and community by seeking ongoing feedback to improve the communication process. • Teachers and administrators make every effort to communicate in the parent's native language. • Teachers and administrators use a variety of ways to communicate to parents and community members. • Teachers communicate to parents on a regular basis about classroom learning targets and student learning

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progress

Resources:

•   Monthly Newsletter

•   School Website

•   Meeting Agendas

•   Newspaper Articles

•   Emails

•   Phone Log

•   Teacher/Parent communication notes, books, interviews, surveys

Evidence

•   Climate surveys indicate that parents have a positive view of the communication coming from the school and feel well informed.

•   Homework logs, agendas, weekly papers, and other correspondence that support ongoing two-way communication between home and school.

•   Results from an annual review of communication supports stakeholders feel knowledgeable about the school community and their student's performance.

•   Staff regularly discuss ways to improve communication skills.

Key Personnel:

All staff

Status:

In Progress

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Aug. 2015 - May. 2017	**School Leadership**
	Description:
	engages students, parents, and community members in meaningful school improvement efforts focused on the immediate needs of the students and entire school community
	Implementation Benchmarks:
	• Students, parents and community members can articulate the vision of the school leader and the role that they each serve in meeting school goals.
	• The School Improvement plan is understood and "owned" by the school community.
	• Leadership strategies are implemented with an explicit plan to engage community partners in meaningful work on school improvement efforts.
	• School leadership directly engages parents and community members in data-driven decision making and planning.
	• School leaders regularly seek input and feedback from parents, students and community members about continuous improvement.
	• School leaders have developed a strategic plan to educate the parents/ community on topics such as student support, school processes, and procedures.
	• Leaders ensure there are multiple opportunities for students to be engaged academically and socially in school through clubs, athletics, and community outreach.
	Resources:
	receive regular feedback about their child's learning needs
	and progress.

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Resources: Content facilitator(s) to lead the training

Key Personnel:

All teachers and administrators

Status:

In Progress

Aug. 2015 - May. 2017	**Student, Parent, and Community Engagement**

Description:

Learning communities that reflect a climate and culture of high expectations for student learning are built upon strong relationships and meaningful engagement.

Implementation Benchmarks:

•   Parents and community members can articulate the vision and goals of the school and understand their role in their attainment.

•   A Post secondary Workplace Readiness plan has been strategically developed to involve parents and the community in the classroom and the school.

•   Throughout the year, there are many opportunities presented for parent and community involvement.

•   Adult/parent education opportunities are made available and are focused on the prioritized needs of the students/families served.

•   Students demonstrate an understanding of the value of citizenship through community outreach activities.

•   The school staff model citizenship through community outreach.

•   Student participation in clubs, activities, events is increasing and serves as a vibrant part of the school as a

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whole.

Resources:

Content facilitator(s) to lead the training

Key Personnel:

All teachers and administrators

Status:

In Progress

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Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:
- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

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