**Colorado’s Unified Improvement Plan for Alternative Education Campuses for 2015-16**

Organization Code: [xxxx] District Name: [Name] School Code: [xxxx] School Name: [Name] SPF Year: 3-Years

**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.

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

**Pre-Populated Report for the School**

**Directions:** This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. For state accountability, historically AECs have had a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness; because of the state assessment transition and passage of HB15-1323, 2015 AEC 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**

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| --- | --- | --- |
| **Summary of School Plan Timeline** | October 15, 2015 | (TIG, Diagnostic Review and School Improvement Support Grantees) An optional submission for review is available on October 15, 2015 for early feedback. For required elements in the improvement plan, go to the Quality Criteria at: <http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp>. |
| January 15, 2016 | (Schools on Priority Improvement or Turnaround based on the 2014 SPF) The school UIP is due to CDE for review on January 15, 2016 through Tracker or the UIP online system. |
| April 15, 2016 | (All Schools) The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp>. |

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| Program | Identification Process | Identification for School | | | Directions for Completing Improvement Plan |
| **State Accountability** | | | | | |
| READ Act | All schools that serve students in grades Kindergarten through 3rd Grade. | | [Not] serving grades K-3 | [Customized Directions] 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). | | [Plan Type] [Year] | [Customized Directions] Schools with a Priority Improvement or Turnaround plan type based on the 2014 SPF must submit the plan to CDE for review on January 15, 2016. Schools with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. Note the specialized requirements for Turnaround schools are included in the Quality Criteria document. | |
| **ESEA and Grant Accountability** | | | | | |
| Title I Focus School | Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation. | | [Identified/Not Identified as a Title I Focus School] | [Customized Directions] In addition to the general requirements, a Focus School’s UIP must reflect the reasons for its designation.  In the data narrative, the plan must address root causes for the low achievement of applicable disaggregated groups, and the action plan must include strategies for addressing the root causes and improving the achievement of these subgroups.  Note the specialized requirements for identified schools included in the Quality Criteria document. | |
| 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 a] TIG Awardee | [Customized Directions] In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school’s approved model (i.e., Turnaround, Transformation, Closure). Note the specialized requirements for grantees included in the Quality Criteria document. | |
| Diagnostic Review and Planning Grant | Title I competitive grant that includes a diagnostic review and/or improvement planning support. | | [Not a] Diagnostic Review Grantee | Schools receiving a Diagnostic Review and Planning Grant must include a summary of the review and how the results of the review and planning activities have impacted the UIP in the data narrative and the action plan. The expectations are detailed further in the Quality Criteria document. | |
| 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 an] SIS Grantee | Schools receiving a School Improvement Support grant must ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement strategies. Associated timelines and implementation benchmarks must also be included. The expectations are detailed further in the Quality Criteria document. | |
| 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 Systems Change/Capacity Building School | [Customized Directions]  In addition to the general requirements, school plans must respond to identified quality criteria for the CGP Program.  Note the specialized requirements for identified schools included in the Quality Criteria document. | |

**Section II: Improvement Plan Information**

**Additional Information about the School**

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| --- | --- | --- | --- | --- |
| Comprehensive Review and Selected Grant History | | | | |
| Related Grant Awards | | Has the school received a grant that supports the school’s improvement efforts? When was the grant awarded? | |  |
| External Evaluator | | Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used. | |  |
| Improvement Plan Information | | | | |
| The school is submitting this improvement plan to satisfy requirements for (check all that apply):  🞎 State Accreditation 🞎 Title I Focus School 🞎 Tiered Intervention Grant (TIG) 🞎 Diagnostic Review and Planning Grant  🞎 School Improvement Support Grant 🞎 READ Act Requirements 🞎 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| School Contact Information (Additional contacts may be added, if needed) | | | | |
| 1 | Name and Title | |  | |
| Email | |  | |
| Phone | |  | |
| Mailing Address | |  | |
| 2 | Name and Title | |  | |
| Email | |  | |
| Phone | |  | |
| Mailing Address | |  | |

**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.

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

**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) |  |  |  |
|  |  |
| Academic Growth |  |  |
|  |  |
| Student Engagement |  |  |
|  |  |
| Postsecondary & Workforce Readiness |  |  |
|  |  |

**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) |  |  |  |
|  |  |  |
| Academic Growth |  |  |  |
|  |  |  |
| Student Engagement |  |  |  |
|  |  |  |
| Postsecondary & Workforce Readiness |  |  |  |
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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), Supplemental Measures | ELA |  |  |  |  |  |
| READ |  |  |  |  |  |
| M |  |  |  |  |  |
| S |  |  |  |  |  |
| Academic Growth | Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, Supplemental Measures | ELA |  |  |  |  |  |
| M |  |  |  |  |  |
| ELP |  |  |  |  |  |
| Student Engagement | Attendance Rate | |  |  |  |  |  |
| Truancy Rate | |  |  |  |  |  |
| Supplemental Measures | |  |  |  |  |  |
| Postsecondary & Workforce Readiness | Completion Rate | |  |  |  |  |  |
| Dropout Rate | |  |  |  |  |  |
| Mean CO ACT | |  |  |  |  |  |
| Supplemental Measures | |  |  |  |  |  |

**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:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Root Cause(s) Addressed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Major Improvement Strategy #2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Root Cause(s) Addressed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Major Improvement Strategy #3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Root Cause(s) Addressed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
| **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** |
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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.*