

**Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11**

Organization Code: **0000** District Name: **WXY District** School Code: **0001** School Name **MNOP Elementary School**

**Section I: Summary Information about the School**

Directions: CDE has pre-populated the school's 2009-10 data in blue text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available in SchoolView ([www.schoolview.org](http://www.schoolview.org)). The tables below have been pre-populated with data from the School Performance Framework and AYP (available through CDE reports shared with the districts). The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

**Student Performance Measures for State and ESEA Accountability**

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
		Reading	1-year	3-years	1-year	3-years		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	75%	72%	Meets	
		Math	70.9%	70.1%	40%	49%	Approaching	
		Writing	53.5%	54.8%	56%	55%	Meets	
		Science	47.5%	45.4%	n/a	46%	Meets	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 36			Overall % of targets met by School: 89%		Reading	Yes
						Math	No	
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth, then median SGP is at or above 45 If school did not meet adequate growth, then median SGP is at or above 55	Reading	Median Adequate SGP	Median SGP	Median SGP: 58	Meets		
			65	45/55				
		Math	77	45/55	Median SGP: 44	Approaching		
		Writing	74	45/55	Median SGP: 56	Meets		

\* To see annual AYP targets, go to: <http://www.cde.state.co.us/FedPrograms/dper/aypprof.asp>

\*\* To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

Student Performance Measures for State and ESEA Accountability (cont.)

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	<p><b>Median Student Growth Percentile</b>                      Description: Growth for reading, writing and math by disaggregated groups.                      Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45.                      If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	<p>Disaggregated groups meeting adequate growth: median SGP is at or above 45                      Disaggregated groups not meeting adequate growth: median SGP is at or above 55</p> <p>(See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.)</p>		<p>Median student growth percentiles for all disaggregated groups were met in reading and writing.  <b>No disaggregated groups met median adequate growth percentiles in math.</b></p> <p>(See your school's performance frameworks for listing of median growth by each subgroup.)</p>		<p>Overall Rating for Growth Gaps:                      Reading: Meets                      Writing: Meets  <b>Math: Minorities: Approaching</b>  <b>ELL: Approaching</b>  <b>Poverty: Approaching</b>  <b>Disabilities: Approaching</b></p>
Post Secondary Readiness	<p><b>Graduation Rate</b>                      Expectation: 80% or above</p>	80% or above		n/a		n/a
	<p><b>Dropout Rate</b>                      Expectation: At or below State average</p>	1-year	3-years	1-year	3-years	n/a
		3.6%	3.9%	n/a	n/a	
	<p><b>Mean ACT Composite Score</b>                      Expectation: At or above State average</p>	1-year	3-years	1-year	3-years	n/a
20		20.1	n/a	n/a		

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
<b>State Accountability</b>			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Improvement	The school has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. More detailed directions on the submittal process will be shared at a later date. Refer to the Checklist for State Requirements for School Improvement Plans available at <a href="http://www.schoolview.org/UnifiedImprovementPlanning.asp">www.schoolview.org/UnifiedImprovementPlanning.asp</a> to ensure that all required elements are captured in the school's plan.
<b>ESEA Accountability</b>			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	School Improvement – Year 2 (Math)	The school must complete a Title I Improvement Plan using the Unified Improvement Plan template within 3 months of identification (mid-January). The district must use a peer review process to review the plan within 45 days of plan submission. For required elements in the improvement plans, go to: <a href="http://www.schoolview.org/UnifiedImprovementPlanning.asp">www.schoolview.org/UnifiedImprovementPlanning.asp</a>

**Section II: Improvement Plan Information**

Directions: This section should be completed by the school or district.

**Additional Information about the School**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? 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

**Improvement Plan Information**

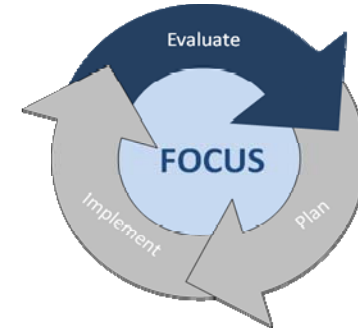
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability     
  Title IA     
  Tiered Intervention Grant     
  School Improvement Grant     
  Other: \_\_\_\_\_

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jane Doe
	Email	janedoe@wxyschooldistrict.org
	Phone	555-555-5555
	Mailing Address	555 Main Street, Anytown, CO 55555
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. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



**Step One: Gather and Organize Relevant Data**

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific reports and are highly encouraged to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in the next step.

- *Required reports.* At a minimum, the school is expected to reference key data sources including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), and (4) Post Secondary Readiness data. This information is available either on SchoolView ([www.schoolview.org/SchoolPerformance/index.asp](http://www.schoolview.org/SchoolPerformance/index.asp)) or through CDE reports shared with the district.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
<ul style="list-style-type: none"> <li>• Local outcome and interim assessments</li> <li>• Student work samples</li> <li>• Classroom assessments (type and frequency)</li> </ul>	<ul style="list-style-type: none"> <li>• School locale and size of student population</li> <li>• Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity</li> <li>• Student mobility rates</li> <li>• Staff characteristics (e.g., experience, attendance, turnover)</li> <li>• List of schools and feeder patterns</li> <li>• Student attendance</li> <li>• Discipline referrals and suspension rates</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive evaluations of the school (e.g., SST)</li> <li>• Curriculum and instructional materials</li> <li>• Instruction (time and consistency among grade levels)</li> <li>• Academic interventions available to students</li> <li>• Schedules and class sizes</li> <li>• Family/community involvement policies/practices</li> <li>• Professional development structure</li> <li>• Services and/or programs (Title I, special ed, ESL)</li> <li>• Extended day or summer programs</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning conditions surveys (e.g., TELL Colorado)</li> <li>• Any perception survey data (e.g., parents, students, teachers, community, school leaders)</li> <li>• Self-assessment tools (district and/or school level)</li> </ul>

**Step Two: Analyze Trends in the Data and Identify Priority Needs**

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some

clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. These efforts should be documented in the Data Analysis Worksheet below.

**Step Three: Root Cause Analysis**

This step is focused on examining the underlying cause of the needs identified in step two. A cause is a “root cause” if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems. Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

**Data Analysis Worksheet**

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. However, it is not necessary to complete every cell in the chart – just the areas that will be highlighted in the narrative. Keep in mind that you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will then guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	Reading: 2008 – 68% P and A (less than CO); 2009 – 72% P and A (same as CO); 2010: 75% P and A (higher than CO) Writing: 2008 – 49% P and A (less than CO); 2009 – 52% P and A (less than CO); 2010 – 56% P and A (higher than CO)	None	None
	CSAP scores declined in Math from 44.6% proficient or above in 07-08 to 40% in 09-10 overall (grades 3 – 6).  45% of 3 <sup>rd</sup> graders in 07-08, 40% of 4 <sup>th</sup> graders on 08-09 and 35% of 5 <sup>th</sup> graders in 09-10 were proficient or above in mathematics.  For Hispanic students and ELLs, consistent low performance in mathematics with only 20% proficient or above for 07-08 through 09-10.	Consistent low performance in grades 5 – 6 in Standard 1 (Number Sense) across all disaggregated groups  Persistent low performance among English Language Learners in mathematics across all standards and grades 3-6.	Teachers do not emphasize math concepts because there is no consensus on essential math skills within and across grades (each grade assumes Standard 1 is taught in a different grade).  English language learners performing at the partially proficient or unsatisfactory level in mathematics in grades 3-6 have not been identified for or received additional support and/or regular monitoring of the progress of their mathematics learning.

Academic Growth	Reading and Writing: Above the 55th percentile and stable	n/a	n/a
	Math: Median Growth Percentile: Declining (44 in 09-10, 43 in 08-09, and 48 in 07-08).	Only 15% of students scoring U and PP on CSAP in math are making enough growth to catch up to proficient within three years,	Teachers do not emphasize math concepts because there is no consensus on essential math skills within and across grades (each grade assumes Standard 1 is taught in a different grade).  Students with low performance and low growth in mathematics have not received any additional support and insufficient time is devoted to universal mathematics instruction (for the most part these are ELLS).
Academic Growth Gaps	Reading and Writing: None	n/a	n/a
	<p>Math: Persistent gap in growth between minority and non-minority students over the last three years, with non-minority median growth percentile at 30, 32, 31 for the last three years and non-minority at 50, 49, 47.</p> <p>For 09-10 the median adequate growth percentile for minority students was 80 and their median growth percentile was 31.</p> <p>Similar consistent low growth for ELLs, with median growth percentiles of 35, 33, 33 for the last three years.</p> <p>Also, similar low growth for non-proficient students with median growth percentile of 31 for the 09-10 school year when the adequate median growth percentile was 85.</p>	The population of students who are English Language Learners performing at the partially proficient or unsatisfactory level have persistently low growth in mathematics.	English language learners performing at the partially proficient or unsatisfactory level in mathematics in grades 3-6 have not been identified for or received additional support and/or regular monitoring of the progress of their mathematics learning.
Post Secondary Readiness	n/a	n/a	n/a
	n/a	n/a	n/a

### Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

#### Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is my school trending positively? On which performance indicators is my school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender?		Root Cause Analysis: Why do you think this is?		Verification of Root Cause: What evidence do you have for your conclusions?
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Narrative:

#### Trend and Priority Needs

We considered three years of data related to academic performance trends. That data included not only state CSAP results but also district administered interim assessments (NWEA MAPS) results. Trends in achievement were consistent across these two measures.

CSAP : Although we met the state targets in reading and writing, our CSAP math scores (40% proficient and advanced) are below the state average and are declining. We continue to have difficulty moving students from Unsatisfactory to Partially Proficient, especially at the 5<sup>th</sup> grade.

	2008	2009	2010
Grade 3	47	42	40
Grade 4	45	44	39
Grade 5	50	44	41
3-year results for all grades: 44.67% Proficient and Advanced			

#### Growth Summary:

Our students exceeded the state median growth percentile in reading and writing, but scored at the 44<sup>th</sup> percentile in math. While 55% of our students were on track to catch up in reading and 49% were on track to catch up in writing, only 15% were on track to catch up in math. Similar results were found in keep up growth: (55% in reading, 42% in writing, 22% in math), and move up growth (55% in reading, 44% in writing, and 17% in math). Free/reduced lunch, minority, IEP, ELL, and non-proficient students are making less growth math than our general population. Growth was consistent across the three most recent years, with the same populations showing low performance across time. It is important to note, that while these are different disaggregated groups, the students who struggle are the same. 80% of the students scoring below proficient are English Language Learners who qualify for free/reduced lunch. 100% of our English Language Learners are also minority –90% are Hispanic. Our growth analysis points to a specific population within our school with a performance challenge in mathematics - students scoring below proficient, who are English Language Learners, Hispanic and who qualify for free/reduced price lunch. However, we note that several other similar schools in the district show much higher growth with these populations in math, and we will compare further.

Median Growth Percentile				
		07-08	08-09	09-10
Reading	Total	61	55	58
Writing	Total	56	55	56



<b>Math</b>	<b>Total</b>	<b>46</b>	<b>43</b>	<b>44</b>
	<b>FRL/Non</b>	<b>32/44</b>	<b>31/42</b>	<b>29/37</b>
	<b>Min/Non</b>	<b>30/50</b>	<b>32/49</b>	<b>31/47</b>
	<b>IEP/Non</b>	<b>27/37</b>	<b>24/42</b>	<b>38/57</b>
	<b>ELL/Non</b>	<b>35/39</b>	<b>33/44</b>	<b>33/45</b>
	<b>Non-Prof/Prof</b>	<b>45/58</b>	<b>39/51</b>	<b>31/47</b>

Percent Catching Up				
		07-08	08-09	09-10
Reading	Total	44	47	49
Writing	Total	36	38	37
<b>Math</b>	<b>Total</b>	<b>20</b>	<b>18</b>	<b>15</b>
	<b>FRL/Non</b>	<b>16/28</b>	<b>19/29</b>	<b>12/16</b>
	<b>Min/Non</b>	<b>13/20</b>	<b>11/23</b>	<b>11/18</b>
	<b>IEP/Non</b>	<b>10/18</b>	<b>9/20</b>	<b>8/16</b>
	<b>ELL/Non</b>	<b>17/29</b>	<b>11/19</b>	<b>9/21</b>
	<b>Non-Prof/Prof</b>	<b>14/22</b>	<b>11/24</b>	<b>14/28</b>

Percent Keeping Up				
		07-08	08-09	09-10
Reading	Total	81	80	82
Writing	Total	52	52	54
<b>Math</b>	<b>Total</b>	<b>23</b>	<b>36</b>	<b>27</b>
	<b>FRL/Non</b>	<b>24/39</b>	<b>23/40</b>	<b>22/47</b>
	<b>Min/Non</b>	<b>23/52</b>	<b>24/37</b>	<b>28/51</b>
	<b>IEP/Non</b>	<b>29/50</b>	<b>26/31</b>	<b>38/52</b>
	<b>ELL/Non</b>	<b>33/48</b>	<b>22/45</b>	<b>29/46</b>
	<b>Non-Prof/Prof</b>	<b>34/41</b>	<b>34/49</b>	<b>24/38</b>

Percent Moving Up				
		07-08	08-09	09-10
Reading	Total	31	35	35
Writing	Total	27	29	28
<b>Math</b>	<b>Total</b>	<b>14</b>	<b>16</b>	<b>17</b>
	<b>FRL/Non</b>	<b>12/25</b>	<b>14/17</b>	<b>8/19</b>
	<b>Min/Non</b>	<b>9/13</b>	<b>12/19</b>	<b>10/17</b>
	<b>IEP/Non</b>	<b>3/18</b>	<b>2/15</b>	<b>4/14</b>
	<b>ELL/Non</b>	<b>4/14</b>	<b>4/18</b>	<b>4/16</b>
	<b>Non-Prof/Prof</b>	<b>14/19</b>	<b>13/19</b>	<b>12/16</b>

In addition to considering the performance of disaggregated groups of students, we also considered student performance by standard area. We analyzed CSAP results by standard as well as NWEA MAPS results and then considered classroom assessment results. We found the lowest performance across all groups and across all grades in Standard 1 (Number Sense). The majority of students, regardless of disaggregated group, missed CSAP items related to number sense. This

pattern was evident in our analysis of NWEA MAPS results and as we examined a sample of classroom-level assessments (few of which even assessed number sense at any grade level other than 3<sup>rd</sup>).

**AYP:** We have failed to make Math AYP targets in previous years based on the low achievement of minority, ELL, and IEP students.

AYP Trends				
	06-07	07-08	08-09	09-10
Reading	No	Yes	Yes	Yes
<b>Math</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No (82% PP, P or A)</b>

AYP Free/Reduced Lunch Trends				
	06-07	07-08	08-09	09-10
Reading	No	No	No	Yes
<b>Math</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No (79% PP, P or A)</b>

AYP IEP Trends				
	06-07	07-08	08-09	09-10
Reading	No	No	Yes	Yes
<b>Math</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No (62% PP, P or A)</b>

AYP ELL Trends				
	06-07	07-08	08-09	09-10
Reading	No	Yes	Yes	Yes
<b>Math</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No (78% PP, P or A)</b>

**Root Cause: Low Math Achievement and Growth**

We considered additional data as we engaged in root cause analysis. In particular we collected data from teachers about: the amount of time spent in mathematics instruction on a daily basis, interventions or additional support provided to low performing students, ELL strategies used in mathematics, and the degree to which they provided learning experiences related to Standard 1 (Number Sense). We realized the plan we wrote for Year One of School Improvement did not increase student scores or reduce the achievement gap because we had too many targets, focused too much on student demographics and mobility, and did not clearly determine why we did not make AYP.

Our analysis led us to identify the following root causes.

1. Because our math scores were below the state average at all grades and were declining, the quality of math instruction in all grades was analyzed. We examined our curriculum and found that our materials appear to be sufficient, covering both concrete and conceptual math skills and all of the new state standards. The teachers acknowledged that they spent more time teaching concrete math skills, but few, especially in grades 4 and 5, allocated much time to math concepts. A corollary of this is that almost no time is spent on writing in math. Rather, the focus is solving problems to the exclusion of thinking in mathematical terms. Teachers were able to provide few examples of specific instruction related to Standard 1 (Number Sense) other than in

the 3<sup>rd</sup> grade.

Our analysis revealed that there is little agreement on the specific skills that all students need to “master” by the end of each grade. Some teachers address almost all the skills covered in the math program at a surface level; others pick and choose what they will teach, but at a deeper level. Teachers did not make a distinction between which mathematics content their students had mastered, and which had just been covered in class.

2. Insufficient instructional time for math was also identified as a root cause. The average time spent on math instruction by grade in 2009-10 was:

K: 15 minutes

Grade 1: 25 minutes

Grade 2: 20 minutes

Grade 3: 25 minutes

Grade 4: 30 minutes

Grade 5: 45 minutes, although teachers acknowledged that only about 20-25 minutes was actually spent on instruction. Because they “departmentalized” (grouped) students in an effort to better meet needs, each teacher had at least two math groups.

This was general instruction for all students. No additional time for groups of students needing additional support had been identified.

3. Students with performance challenges in mathematics have not been identified for additional support. We have not been monitoring student progress in math as we have done with DIBELS in reading and writing samples in writing. Teachers administer teacher-made tests and math textbook unit tests, but have not used these data formatively to identify student needs, adjust instruction on an on-going basis, or engage students in identifying their own learning needs. Students who were falling behind didn’t receive any additional support and no progress monitoring was in place for these students.

#### Verification of Root Cause

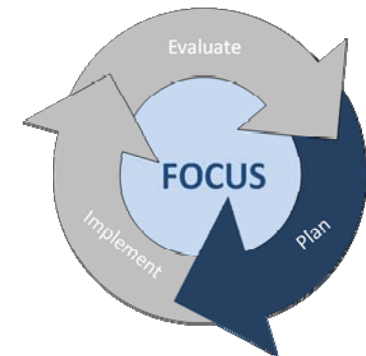
Our initial discussions with the school leadership team led us to examine more closely what was happening in classrooms with regard to mathematics instruction. We collected additional data from teachers about the time spent on mathematics instruction on a daily basis over a month to verify one of our explanations -- that not enough time was spent on mathematics learning. Then we administered a survey to our teachers to gather more data about the content of the mathematics instruction and use of assessment in mathematics. The results from this survey verified our root cause that mathematics instruction was not focused on the necessary skills and that students who were falling behind did not get additional support. It is evident that changes must be made in math instruction and content, in the time allocated, and in progress-monitoring, which will require professional development schoolwide. Further verification of the root causes will come as we implement changes and obtain the desired results.

**Section IV: Action Plan(s)**

This section focuses on the “plan” portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

**School Goals Worksheet**

Directions: Complete the worksheet for the priority needs identified in Section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: <http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp>. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in Section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet.



**Example of an Annual Target for a Title I Elementary School**

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	n/a	n/a	n/a	
		M	<p>By the end of the 2010-2011 school year, 45% of the students will score proficient or advanced overall on the math CSAP. There will be a ten percentage point increase in the percent of students proficient or above on Standard 1 (Number Sense).</p> <p>40% of students who are Hispanic, English Language Learners who qualify for free-reduced price lunch will score proficient or advanced on CSAP</p>	<p>By the end of the 2011-2012 school year, 50% of the students will score proficient or advanced overall on the math CSAP. There will be a ten percentage point increase in the percent of students proficient or above on Standard 1 (Number Sense).</p> <p>50% of students who are Hispanic, English Language Learners who qualify for free-reduced price lunch will score proficient or advanced on CSAP</p>	<p>NWEA MAPS Assessment (administered 3 times during the school year: Sept., Dec., and Mar.)</p> <p>AIMSweb Math assessments (administered monthly during the school year). % of students meeting targets overall and in Standard 1 (Number Sense).</p> <p>Common items administered as part of several end-of unit assessments across classrooms that focus on Standard 1 (Number Sense).</p>	<p>Identify specific math skills to be taught within and across grade levels, especially those related to Standard 1 and writing and thinking mathematically.</p> <p>Increase amount of time allocated daily to math instruction at each grade and provide additional instruction time to students requiring additional support, especially on Standard 1.</p> <p>Progress monitor student progress in math using NWEA MAPS Mathematics Assessment (3 times yearly), AIMSweb (monthly), and common end-of unit assessments focused on Standard 1.</p>
		W	n/a	n/a	n/a	n/a
		S	n/a	n/a	n/a	n/a

	AYP (Overall and for each disaggregated groups)	R	State target: Elem: 94.23% PP and above on CSAP	State target: Elem: 94.23% PP and above on CSAP	n/a	n/a
		M	<p>State target: Elem: 94.54% PP and above on CSAP and CSAPA</p> <p>Since the school as a whole had 82% of students PP, P or A in 09-10, our 10-11 goal will be to make Safe Harbor in order to make AYP. Specifically, we will reduce the percent of unsatisfactory students by 10%, to 16.2%. Our goal will be for 83.8% of continuously enrolled students to be PP, P or A. Our goal will also be for each disaggregated group to make Safe Harbor and make at least a 10% reduction.</p>	<p>State target: Elem: 94.54% PP and above on CSAP and CSAPA</p> <p>Our school will again work towards making Safe Harbor in order to make AYP. At a maximum, we will have 14.8% of students Unsatisfactory in math, with 85.2% PP, P or A. Again, our goal will also be for each disaggregated group to make Safe Harbor and make at least a 10% reduction.</p> <p>These goals will be revisited with the 10-11 AYP results</p>	<p>NWEA MAPS Mathematics Assessment (administered 3 times during the school year – September, December and March)</p> <p>Common items administered as part of several end-of unit assessments across classrooms that focus on Standard 1 (Number Sense).</p> <p>Note all of these assessment results will be disaggregated across classrooms by ELL, F/R Lunch status, and Race/Ethnicity.</p>	Same as above
Academic Growth	Median Student Growth Percentile	R	n/a	n/a	n/a	n/a
		M	By the end of the 2010-11 school year, the Median Student Growth Percentile in Math will be 50.	By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for all grades.	Same as above.
		W	n/a	n/a	n/a	n/a

Academic Growth Gaps	Median Student Growth Percentile	R	n/a	n/a	n/a	n/a
		M	By the end of the 2010-11 school year, the school will meet SPF growth expectations for students designated as ELLs, F/R Lunch eligible and Minority (MGP of 45 if below adequate growth percentile; MGP of 55 if above adequate growth percentile).  35% of the students scoring below proficient will make catch-up growth.	By the end of the 2011-12 school year, the school will exceed SPF growth expectations for students designated as ELLs, F/R Lunch eligible and Minority (MGP of 60 if below adequate growth percentile; MGP of 70 if above adequate growth percentile).  50% of the students scoring below proficient will make catch-up growth.	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for all grades.	Same as above
		W	n/a	n/a	n/a	n/a
Post Secondary & Workforce Readiness	Graduation Rate		n/a	n/a	n/a	n/a
	Dropout Rate		n/a	n/a	n/a	n/a
	Mean ACT		n/a	n/a	n/a	n/a

### Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then match it to a major improvement strategy(s). For each major improvement strategy (e.g., adjust reading approach) and the root cause(s) that the action will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action under Title I, action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

**Major Improvement Strategy #1:** Identify specific math skills to be taught within and across grade levels, especially those related to Standard 1 (Number Sense) and writing and thinking mathematically.

**Root Cause(s) Addressed by the Major Improvement Strategy:** Minimal focus on math concepts, especially in Standard 1 (Number Sense), writing and thinking mathematically, and determining mastery; little agreement on the specific skills that all students need to “master” by the end of each grade.

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

- School Plan under State Accountability.
  Title IA School Improvement/Corrective Action Plan
  Application for a Tiered Intervention Grant.
  Amendments to a Title I schoolwide or targeted assistance plan.
  School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (federal, state, and/or local)	Implementation Benchmarks
Teachers meet in grade level teams (facilitated by the school's math instructional coach) to identify essential math skills and concepts to be taught at each grade level, ensuring Standard 1 (Number Sense) is addressed at the appropriate level in each grade level, and sequence (develop a progression of learning for each) across the school year.	Aug-October 2010	Instructional Coach	Stipends for teachers: \$25/hr x 12 teachers x 20 hours = \$6000 (local funds)  Instructional coach (.2 FTE Title I = \$15,000)	Essential math skills are identified for each grade level no later than Sept. 30, 2010.  The progression of learning within a grade-level, and sequencing of content that scaffolds to the essential skills and concepts are identified for every grade level by October 29 <sup>th</sup> , 2010.
Teachers will meet in cross-grade level groups in the fall to identify and align student expectations across grade levels – defining what students must know and be able to do to be prepared for math instruction at the next grade.	Oct-Nov 2010	Instructional Coach	Stipends for work: \$25/hr x 4 hrs x 8 teachers for 4 months = \$3200 local funds)  Instructional coach (.05 FTE Title I = \$15,000)	Essential skills will be aligned across grade levels to insure that no gaps exist and that all Colorado math standards are addressed no later than November 28 <sup>th</sup> , 2010.



Major Improvement Strategy #2: Increase amount of time allocated daily to math instruction at each grade and provide additional instructional time to students requiring additional support, especially in Standard 1 (Number Sense).

Root Cause(s) Addressed by the Major Improvement Strategy: Insufficient instructional time for math and no additional time for groups of students needing additional support

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

- School Plan under State Accountability.
  Title IA School Improvement/Corrective Action Plan
  Application for a Tiered Intervention Grant.
  Amendments to a Title I schoolwide or targeted assistance plan.
  School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Research the amount of time necessary for effective math instruction at elementary level.	August 2010	Principal, Leadership Team	2 days of leadership team member time. (local funds)	School schedule will be developed in August 2010 that insures that the recommended number of minutes of math instruction is provided at each grade.  Monthly principal walk-throughs will show an increase in time spent on mathematics instruction.
Insure that the research-based minimum number of minutes of math instruction is provided daily at each grade level.	Sept 2010-May 2011	Teachers	None	
Insure that each grade level schedules a minimum of 30 minutes each day for an intervention period for students requiring additional instructional support in mathematics.  Allocate 50% of the time of a Title I teacher with strong math skills to math intervention.	2010-11 school year	Principal, Grade Level Chairpersons  Title I teacher and paraprofessional	Title I Teacher and para-professional salaries	Analysis of formative math data will show that the additional instructional opportunities are increasing the achievement of targeted groups.  Instructional support will be increased in January if formative data indicate the need.

Major Improvement Strategy #3: Progress monitor student achievement using NWEA MAPS Mathematics Assessment (3 times yearly), AIMSweb (monthly), and common end-of unit Standard 1 (Number Sense) assessments in order to identify students who need additional instruction in mathematics.

Root Cause(s) Addressed by the Major Improvement Strategy: Students with performance challenges in mathematics have not been identified for additional support; no progress monitoring systems in place to formatively to identify student needs, adjust instruction on an on-going basis, or engage students in identifying their own learning needs.

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

- School Plan under State Accountability.  
  Title IA School Improvement/Corrective Action Plan  
  Application for a Tiered Intervention Grant.  
 Amendments to a Title I schoolwide or targeted assistance plan.  
  School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Provide training in: a. Interpretation of NWEA data for instructional planning and establishing intervention groups; b. Administration and interpretation of AIMSweb for progress-monitoring, instructional planning, and establishing intervention groups.  Administer teacher survey three times a year to measure teacher confidence and comfort in interpreting NWEA and AIMSweb assessment data and using those data to identify students at-risk in math, to plan instructional, and to establish intervention groups.	August 2010  Sept-Oct 2010  Sept. 2010, Jan. 2011, May 2011	Instructional Coach  BOCES professional developer  Principal, Instructional Coach	Title I funds: \$1800  School funds: \$1000  None	100% of teachers in grades 2-5 will participate in trainings.  Teacher survey administered in Sept., Jan. and May will show increased teacher confidence and comfort in interpreting NWEA and AIMSweb data and using those data to identify students at-risk in math, to plan instructional, and to establish intervention groups.
Establish and follow a progress-monitoring schedule.	Sept, 2010-May 2011	Instructional Coach and Teacher Leadership Team	None	Principal and Leadership Team will verify that progress-monitoring schedule is followed.
Discuss results of progress monitoring at monthly data meetings and adjust math instruction and intervention groups based on discussion.	Sept, 2010-May 2011	Principal Leadership Team Teachers	None	Meeting minutes will show that meetings were held, which students were discussed, and what adjustments in instruction and groups were made. Principal and Leadership Team will review minutes monthly.

**Title I Accountability Provision #1: Parent Involvement/Communication**

- School Plan under State Accountability.   
 Title IA School Improvement/Corrective Action Plan   
 Application for a Tiered Intervention Grant.  
 Title I schoolwide or targeted assistance requirement.   
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Hold a beginning of the year orientation meeting for Title I parents to explain our program, answer questions, and invite parent participation.	September, 2010	Title I Teacher and Paraprofessional Principal	None	Meeting will be held no later than September 30. Evaluation of meeting by parents will show that it was useful and informative.
Hold Parent/Teacher Conferences each semester with parents to discuss progress of their student (a translator will be available if necessary).	November, 2010 March 2011	Title I Teacher	\$500 for translation (Local funds)	Conferences with parents regarding student progress.
Send home Quarterly Progress Reports in both English and Spanish to inform parents of their child's progress and the concepts and skills being covered	Oct. 2010, Dec. 2010, Feb. 2011, Apr. 2011	Teachers Title I Teachers	\$150 for printing (Local funds)	Quarterly reports will be sent home.
Following a dinner, we will hold a Family Math Night. We will provide Math Make-and Takes for parents, focusing on strengthening student math skills. We will also send home a Monthly Math newsletter in both English and Spanish with math activities and strategies for parents to use with their children.	November 2010  Every month	Principal Teachers Title I Teacher	\$400 for dinner (PTO funds) \$500 for printing and materials (Local funds)	Parent evaluation of the Family Math night will indicate that parents found it to be enjoyable and informative.  A survey on the Monthly Math newsletter will indicate that parents are reading it and are using some of the activities with their children.
Send written notification in English and Spanish to all parents that the school is in the second year of School Improvement and that they have the option to transfer their student to another school in the district that is not on school improvement.	August 1, 2010	Principal	\$200 for printing and postage (Local funds)	Letters will be sent by August 1.
Send written notification in English and Spanish to the parents of all low-income students notifying them about supplemental education service opportunities. Provide a list of all supplemental service providers.	September 15, 2010	Principal	\$150 for printing and postage (Local funds)	Letters will be sent by September 15.
Increase our efforts to get parents of minority students, ELLs and students with disabilities involved in our parent	2010-11 school year	Principal School Leadership	\$500 for printing	Enrollment of parents of minority students, ELLs and students with

advisory Committee. Attendance is low and we have no minority representation. We will send letters, make phone calls, and urge parents to contact other parents.		Team Title I Teacher		disabilities will increase by 20% from September through May.
Monitor enrollment of students to insure early identification of migratory students. Provide outreach to parents.	2010-11 school year	Principal Secretary	None	100% of migratory students will be identified and parents will be notified of their academic status and, if necessary, of intervention program(s) into which the student has been placed.
The school's Unified Plan and Parent Involvement Policy will be discussed at the fall meeting and key points will be communicated in the fall newsletter. The plan and policy will be available for review by all parents upon request.	2010-11 school year	Principal	None	All parents will be informed of and will have access to the school's Unified Plan, Parent-School Policy, and Parent/Student Compact.
A Parent-School Policy has been developed by the district and a Parent-School Compact has been developed at our school in collaboration with parents.	2010-11 school year	Principal	None	The Policy and Compact are available for review upon request.

**Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications**

- School Plan under State Accountability.   
 Title IA School Improvement/Corrective Action Plan   
 Application for a Tiered Intervention Grant.  
 Title I schoolwide or targeted assistance requirement.   
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
The certification of the Title I teacher and paraprofessionals will be monitored to ensure that they are highly qualified.	Summer 2010; ongoing as necessary	Principal	Local funds	The Title I teacher and paraprofessionals are highly-qualified.
The principal will work with the Human Resources Department to attract and maintain high-quality highly qualified teachers. <ol style="list-style-type: none"> <li>a. Attend job fairs</li> <li>b. Create a new teacher mentoring program in the school</li> </ol>	Spring, 2011	Principal  Leadership Team Title I teacher	None  Title IIA funds (mini-grant to school) \$1250 (Stipends of \$250 to five mentors)	Our school will retain 95% of the teachers, including Title I and special education teachers.

**Title I Accountability Provision #3: Transition from Early Childhood Programs**

- School Plan under State Accountability.   
  Title IA School Improvement/Corrective Action Plan   
  Application for a Tiered Intervention Grant.  
 Title I schoolwide or targeted assistance requirement.   
  School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
The Principal, kindergarten teachers, and Title I teacher will meet quarterly with local preschool teachers a. Discuss curriculum expectations with a strong focus on preschool math skills. b. Identify and resolve curricular issues.	Sept, and Nov. 2010; Feb. and Apr. 2011	Principal Kindergarten Teachers Title I Teacher	Local funds	Evaluation of the meetings will indicate that the curriculum of the kindergarten and the preschool programs will be better aligned.
The kindergarten teachers will meet with the preschool teachers each spring and discuss the academic strengths and weaknesses of students moving into kindergarten.	May, 2011	Kindergarten teachers	None	Kindergarten teachers will report that they have a good understanding of the academic strengths and weaknesses of students moving into kindergarten and will use that information as they plan instruction for the 2011-12 school year.

**Title I Accountability Provision #4: Coordination and Integration of Federal, State, and Local Services and Programs**

- School Plan under State Accountability.   
  Title IA School Improvement/Corrective Action Plan   
  Application for a Tiered Intervention Grant.  
 Title I schoolwide or targeted assistance requirement.   
  School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
We coordinate funds in the following ways: • Title I funds: <ul style="list-style-type: none"> <li>○ salaries of the Title I teacher and paraprofessional</li> <li>○ to purchase intervention materials</li> </ul> • Program Improvement Set-Aside: <ul style="list-style-type: none"> <li>○ Math professional development</li> </ul> • Title II funds <ul style="list-style-type: none"> <li>○ Math professional development</li> </ul>	2010-11 school year	Principal Leadership Team	Title I Title IIA Title IID Parent-Teacher Organization Local funds	We review our expenditures with the Leadership Team and the Parent Advisory Group. We will use evaluations of the teacher professional development and parent activities to make adjustments throughout the year as necessary.

<ul style="list-style-type: none"> <li>• IID funds               <ul style="list-style-type: none"> <li>○ Teacher technological literacy and their ability to integrate technology into their instruction</li> </ul> </li> <li>• PTO Funds               <ul style="list-style-type: none"> <li>○ Classroom materials</li> <li>○ Parent activities</li> </ul> </li> </ul>				
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